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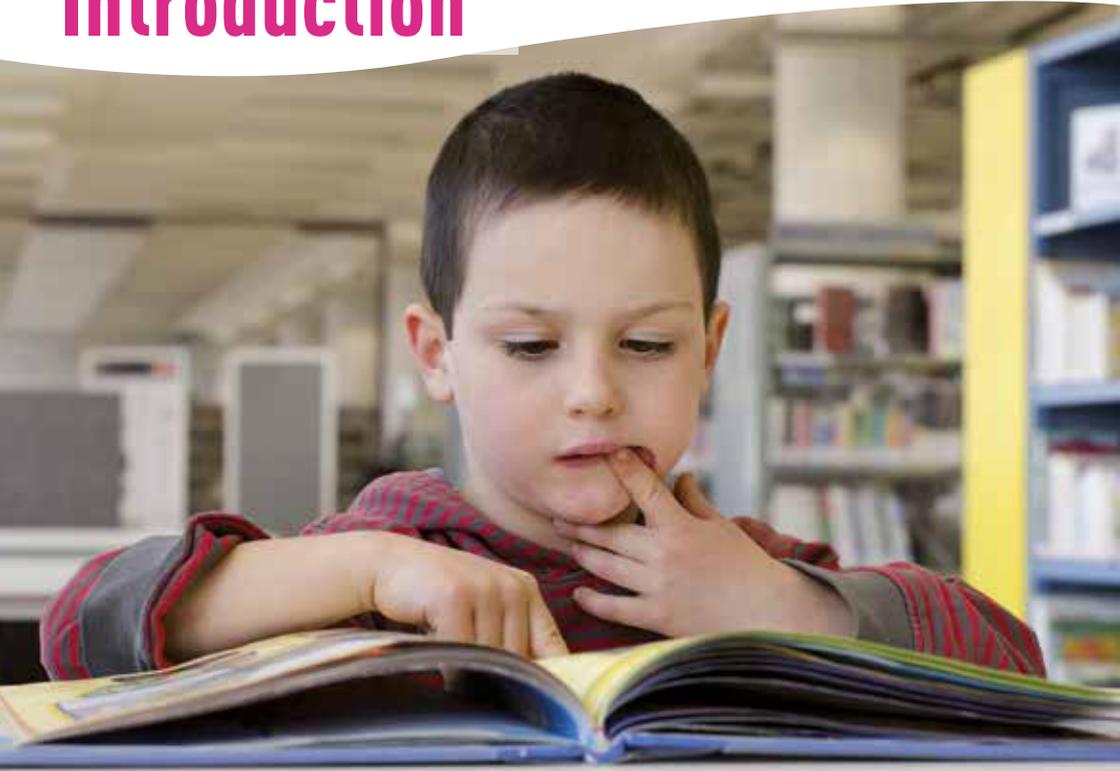
SEN support in education

for children and young people with special education needs and disabilities.

0-25



Introduction



Children and young people with special educational needs (SEN) all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age.

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SEN support in education 0-25

Children and young people with SEN may need extra help because of a range of needs. Sometimes having special educational needs can include more than one of these areas:

Communication and interaction – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Having English as an additional language is not, on its own a special educational need.

Cognition (understanding and learning) – for example, where children and young people learn at a slower pace than others their age, have difficulties with organisation and memory skills, or have a specific learning difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning or that have an impact on their health and wellbeing.

Sensory and/or physical needs - for example, children and young people with visual and/or hearing impairments, or a physical need that means they need additional ongoing support and equipment

Many children and young people with SEN may also have a disability. The Equality Act 2010 requires that educational settings (such as nursery, schools or colleges) and the local authority:

- **Must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

- **Must** make reasonable adjustments, including the provision of auxiliary aids and services, so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is 'anticipatory' – people need to think in advance about what disabled children and young people might need.

SEN support in mainstream settings

This booklet is about the support that mainstream settings should provide for children and young people with special educational needs (SEN). A setting is anywhere education takes place for example nurseries, schools and colleges.

The Special Educational Needs or Disability (SEND) Code of Practice (0 to 25 years) says:

All children and young people are entitled to an appropriate education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (paragraph 61.)



You can access and download a copy of the SEND Code of Practice online at www.gov.uk and search 'SEND Code of Practice'

What are the duties on settings and the local authority towards children and young people with SEN?

Most children and young people with SEN have their needs met through mainstream education provision. All settings are responsible for meeting the needs of children and young people with SEN. The SEND Code of Practice says all teachers are teachers of SEN and they are responsible for the progress that all children make. Settings should have high expectations for all pupils.

The SEND Code of Practice says all mainstream settings must:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN
- Ensure that children and young people with SEN engage in the activities of the setting alongside pupils who do not have SEN
- Designate a teacher to be responsible for coordinating SEN provision – the SEN Coordinator (SENCo).
- Inform parents when they are making special educational provision for a child
- Publish a SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the setting for disabled children and their accessibility plan showing how they plan to improve access progressively over time (6.2)

Local authorities have a number of duties towards children and young people including identifying and assessing those with SEN, working with other services such as educational settings, health and social care and providing information and advice. In carrying out all these duties the Children and Families Act 2014 states:

In the case of a child or young person, a local authority in England must have regard to the following matters in particular:

- **The views, wishes and feelings of the child and his or her parent, or the young person**
- **The importance of the child and his or her parents, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned**
- **The importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions**
- **The need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes**
(Part 3, Section 19)

What is SEN support?

Every child and young person with special educational needs should have SEN support. This means help that is additional to or different from, the support generally given to other children and young people of the same age.

The purpose of SEN support is to help children and young people achieve the outcomes or learning objectives set for them by the setting.

Settings should involve parents in this process.

If your child was on School Action or School Action Plus they should have now transferred to SEN support.

Every setting must publish a SEN information report about the SEN provision the setting makes. You can find this on the setting's website.





You can also ask your child's teacher or the Special Educational Needs Coordinator (SENCo) for information on the SEN provision made by the setting.

SEN support can take many forms, including:

- **A special learning programme for your child**
- **Extra help from a teacher or a learning support assistant**
- **Making or changing materials and equipment**
- **Working with your child in a small group**
- **Observing your child in class or at break and keeping records**
- **Helping your child to take part in class activities**
- **Making sure your child has understood things by encouraging them to ask questions and to try something they find difficult**
- **Helping other children work with your child, or play with them at break time**
- **Supporting your child with physical or personal care, such as eating, getting around the setting safely, toileting or dressing**

Children and young people with medical needs should have a Healthcare plan in school. This would usually be separate from any SEN support plan.

Who decides what SEN support my child has?

The SEND Code of Practice says:

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all children and young people. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- **Is significantly slower than that of their peers starting from the same baseline**
- **Fails to match or better the child or young person's previous rate of progress**
- **Fails to close the attainment gap between the child or young person and their peers**
- **Widens the attainment gap (6.17)**

The setting should then decide if your child needs SEN support. They should talk to you and your child about this. If a young person is 16 or older the setting should involve them directly. Settings should aim to identify difficulties early and act quickly to provide SEN support.

Sometimes you may be the first to be aware that your child has some special educational needs. If you think your child may need SEN support you should talk to your child's teacher or to the Special Educational Needs Coordinator (SENCo).

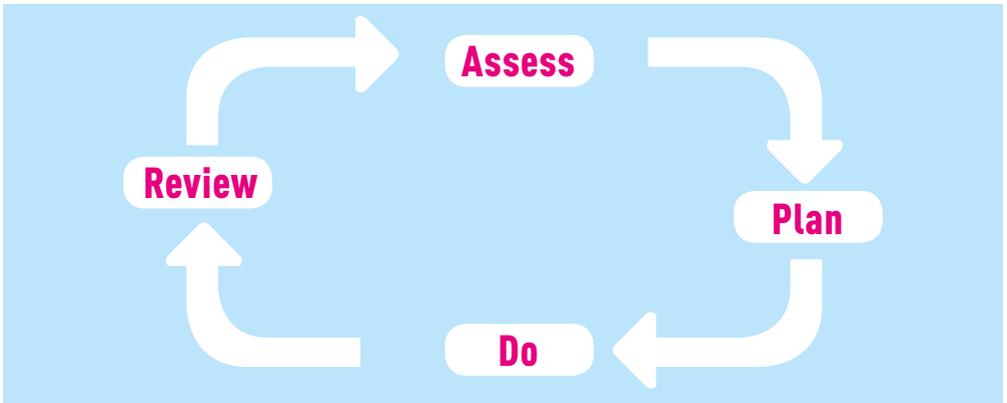
If you are not happy about the support your child has, you can talk to the Special Educational Needs Coordinator (SENCo) or the head teacher.

A graduated approach

The SEND Code of Practice says:

- Where a pupil is identified as having SEN, settings should take action to remove barriers to learning and put effective special educational provision in place (6.44)

When your child is identified as having SEN, the setting should use a graduated approach based on four steps. These are:





Assess

Teaching staff should work with the Special Educational Needs Coordinator (SENCo) to assess your child's needs, so that they give the right support. They should involve you in this and, where possible, seek your child's views.

The SEN Code of Practice says:

Settings should take seriously any concerns raised by a parent (6.45)

Sometimes settings will seek advice from a specialist teacher or a health professional. They must talk to you about this first before doing so.

A graduated approach

Plan

If the setting decides that your child needs SEN support it must tell you. The setting should talk with you about the outcomes that will be set, what help will be provided and agree a date for progress to be reviewed.

The outcomes will describe what your child will achieve as a result of the additional support.

The school should draw up a plan in writing and share it with you.

Do

Your child's class or subject teacher is usually responsible for the work that is done with your child, and should work closely with any teaching assistants or specialist staff involved. The setting should tell you who is responsible for the support your child receives.

The SEND Code of Practice says all those who work with your child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required (6.49).

Review

The setting should review your child's progress, and the difference that the help your child receives has made, on the date agreed in the plan. You and your child should be involved in the next step.



The SEND Code of Practice says:

Settings should meet with parents at least three times a each year (6.65)

Sometimes it helps to involve other professionals in further assessment or to support planning the next steps. If your child has not made reasonable progress it will be important to agree with the setting what should happen next.

You and the setting can look at the Local Offer (www.hertfordshire.gov.uk/localoffer) to see what support is available that could help your child achieve their outcomes. For some children and young people, it may be necessary to seek an Education, Health and Care (EHC) needs assessment from the local authority, to identify whether an EHC Plan may be required.

Where can I get more information, advice or support?

You can find out more about SEN Support by:

- Looking at the SEN information report on your setting's website
- Talking to your child's teacher or the Special Educational Needs Coordinator (SENCo)
- Looking at the Hertfordshire Local Offer website www.hertsdirect.org/localoffer
- Reading Chapter 6 of the SEND Code of Practice

You can also get in touch with SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).

This service is free and confidential and they can provide:

- Impartial information, advice and support via telephone, email and in person
- Advice about what to do if you are not happy with the support your child's setting is providing
- Information about other organisations, support groups and information services that could help
- Information and advice about your rights to request an Education, Health and Care needs assessment
- They also provide this service to children and young people with SEN and/or disabilities

Call:

01992 555847

Email:

sendiass@hertfordshire.gov.uk

Visit:

www.hertfordshire.gov.uk/sendiass

www.hertfordshire.gov.uk/localoffer

Hertfordshire Reprographics Design ref: 079979

If you want this leaflet in other formats,
e.g. braille, please phone Customer
Services Centre, **0300 123 4043**

Herts
Parent
Carer InVovement
www.hertsparentcarers.org.uk



SEN Support – Useful Website Links

- [SEN Help](#) The logo for 'sen help' features the word 'sen' in blue above 'help' in blue, with a red arrow pointing from 'sen' to 'help'.
- [IPSEA](#) The IPSEA logo consists of three stylized human figures in green, orange, and blue, arranged in a circle. To the right of the logo, the word 'IPSEA' is written in large, bold, black capital letters.
- [Hertfordshire Local Offer](#) The logo for Hertfordshire's Local Offer for SEND 0-25 years features three stylized human figures in pink, one of whom is using a wheelchair. To the right of the figures, the text 'SEND 0-25 years' is written in bold black font, with 'Hertfordshire's Local Offer' written below it.
- [This video is made by Suffolk SENDIASS](#), however the information about SEN supports remains the same. You may wish to view the video for some more information relating to what SEN Support is.



Department
for Education

Special educational needs and disability

A guide for parents and carers

August 2014

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Foreword

Like any parent, I want the best for my child. Every parent should expect people who provide support for their children to make sure that support is the best it can possibly be. And every child and young person has the right to expect a good education, and the support they need to become independent adults and succeed in life.

The system for supporting children and young people with special educational needs and disabilities is changing. For far too long, many families have had to fight for the support they need. That has to stop. I want to see a system where families are at the heart of things. A system where decisions taken by those who provide support for children and young people with special educational needs and disabilities really do put those children and young people first.

The most important people in any child or young person's life are their parents. You know your children best of all. What you as parents think, feel and say is important. You should be listened to and you need to be fully involved in decisions that affect your children. That's what the new system is all about.

I hope you find this guide useful as an introduction to the new system. It won't answer all your questions, but where it can't, it points you to where you can go for more help.

Working together – national government, voluntary organisations, local services, parents, children and young people – we really can make a difference. It's the least our children and young people deserve.



EDWARD TIMPSON

Parliamentary Under-Secretary of State
for Children and Families



Introduction

Who is this guide for?

This guide is for parents and carers of children and young people aged 0-25 years who have special educational needs (SEN) or a disability.

What is it about?

This guide describes how the new system that supports children and young people with SEN or disabilities, and parents, is intended to work.

The new system starts from 1 September 2014. But local authorities (see [Glossary](#)) will need some time to move children and young people who were in the old system on to the new system. At the back of this guide, there is an Annex that explains what the rules are that local authorities will have to apply when changing to the new system.

This guide is written for parents. It covers:

- What do SEN and disability mean?
- The principles of the system that supports children and young people with SEN or disabilities
- What the law is and what your rights are
- How the system should work
- What early years settings, schools, colleges and other educational providers must do, or should do, to support you and your child
- What your local authority and other services (such as health and social services) must do, or should do, to support you and your child
- What you can do if you disagree with, or want to challenge, decisions that are made by organisations providing support for your child

When should I use it?

You may find it helpful to use this guide if you think your child has SEN, or you've been told by someone – such as your child's teacher – that they think he or she has SEN. If you know that your child has SEN and you want to know more about how the system works and what to expect, you can use this guide to help you. You might want to use it in meetings with professionals, or to prepare for them. At the end of each chapter, the guide includes a page in case you want to write any notes.

The guide is intended to provide some information covering the whole system. It is also divided into different sections so you can easily find the information you need. It aims to give you the key points, but can't cover everything. At the end of each section there are signposts to where you can find out more information, and some questions you might want to consider asking professionals and others. Towards the back of the guide you can find a list of organisations and helplines who can offer you more help.

How has this guide been produced?

Although this is not a legal document, it is based on the [Children and Families Act 2014](#) and the [Special Educational Needs and Disability Regulations 2014](#) and the [Special Educational Needs \(Personal Budgets\) Regulations 2014](#). It is also based on [the 0-25 Special Educational Needs and Disability Code of Practice 2014](#) (0-25 SEND Code of Practice) which is statutory guidance (see [Glossary](#)). In writing this guide, the Department for Education worked with parents of children and young people with special educational needs and disabilities and organisations that represent and advise them. We also looked at other guidance that had been produced for parents of children and young people with SEN and disabilities.

This guide has been published by the Department for Education. The following organisations worked with the Department to produce it:

- Contact a Family
- The National Network of Parent Carer Forums
- The National Parent Partnership Network
- Special Needs Jungle

Definitions of special educational needs and disability

This section is about:

- Definitions of special educational needs and disability
- What to do if you think your child has special educational needs or a disability
- Where to go for help

The terms 'special educational needs' and 'disability' have legal definitions. These can be found in paragraphs xiii – xxiii of the Introduction to the [0-25 SEND Code of Practice](#).

Special educational Needs (SEN)

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

If your child's first language is not English, does that mean they have a learning difficulty? The law says that children and young people do not have learning difficulties *just* because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.

Many children and young people will have SEN of some kind at some time during their education. Early years providers (for example, nurseries or childminders), mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support. But some children and young people will need extra help for some or all of their time in education and training.

Children and young people with SEN may need extra help because of a range of needs. Paragraphs 6.27 – 6.35 of the [0-25 SEND Code of Practice](#) set out four areas of SEN:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are

withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children and young people may have SEN that covers more than one of these areas.

Disabilities

Many children and young people who have SEN may also have a disability. A disability is described in law ([the Equality Act 2010](#)) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

- **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- **must** make reasonable adjustments (see [Glossary](#)), including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory' – people also need to think in advance about what disabled children and young people might need

Where to go for help if you think your child has a special educational need or a disability

Children and young people with SEN or disabilities will usually be able to get help from their early education setting, school, or college, sometimes with the help of outside specialists. This is often where SEN are first identified. If they do identify that your child has SEN, your school or other setting must contact you (or, if your son or daughter is over 16, they might contact them directly) and should discuss with you what support to offer your child. The setting must tell you if they are making special educational provision for your child.

If you think your child has SEN, you should talk to your child's early education setting, school, college or other provider. They will discuss any concerns you have, tell you what

they think and explain to you what will happen next. There are other sources of information, advice and support you can access such as:

- your local authority's [Information, advice and support](#) service
- your doctor, or other local child health services
- charities and other organisations that offer information, advice and support. You should be able to find information about these from your local authority's Local Offer (see section in this guide, [The Local Offer](#))

Questions you might want to ask:

- why do you think my child has SEN or a disability?
- how do you know that my child doesn't have SEN or a disability?
- what happens now?

Notes

The principles of the system

This section covers the principles on which the system is based.

The principles of the system are set out in Chapter 1 of the [0-25 SEND Code of Practice](#).

The basic principles you need to keep in mind when thinking about your child's needs are:

- All children have a right to an education that enables them to make progress so that they:
 - achieve their best
 - become confident individuals and live fulfilling lives
 - make a successful transition into becoming an adult – whether that's into further and higher education, training or work

All children with special educational needs (SEN) or disabilities should have their needs met, whether they are in early years settings (like a nursery or a childminder), in school or in college.

- When making decisions about SEN or disabilities, your local authority must:
 - have regard to the views, wishes and feelings of children, their parents and young people
 - make sure that children, their parents and young people participate as fully as possible in decisions that affect them
 - provide support to children, their parents and young people so that children and young people do well educationally and can prepare properly for adulthood

Parents should have a real say in decisions that affect their children, should have access to impartial information, advice and support and know how to challenge decisions they disagree with

Local authorities must also involve children, their parents and young people in developing local provision and services for children with special educational needs and disabilities. This includes developing their Local Offer (see section in this guide, The Local Offer)

Services that provide help for your child (such as your local authority and local health organisations) need to work with each other to benefit your child

Notes

Information, advice and support

This section is about what kind of information, advice and support should be available in your local area.

All local authorities, by law, have to provide children and young people with SEN or disabilities, and their parents, with information and advice. There is an information, advice and support service in every local authority area. This service will be able to provide information, advice and support for you, and your children, about SEN, disability, health and social care.

These services provide factual, impartial and confidential information, advice and support. They will be able to offer this face to face, by telephone and online. They will be able to offer support in preparing for and attending meetings, expressing your views and participating in decisions made about your child's education, health and social care. Information, advice and support services will also be able to help you with complaints and appeals. Local authorities sometimes have keyworkers (see [Glossary](#)) who can help with this. You may also be able to get help from an Independent Supporter (see [Glossary](#)). Ask your local information, advice and support service for more information about keyworkers and independent supporters. Information on this will also be in your Local Offer (see section in this guide, [The Local Offer](#)).

Information, advice and support services will often work with parents and children/young people together but must make sure they also provide a service directly and separately to children and to young people.

Further information

You can find out about your local information, advice and support service and how to contact them from your local authority's website, by telephoning or writing to your local authority and in your Local Offer.

You can also find the contact details for all information, advice and support services at www.parentpartnership.org.uk. This website also has information about what standards your information, advice and support service should be meeting.

You can find out more about Information, advice and support from Chapter 2 of the [0-25 SEND Code of Practice](#). The last section of this guide – [Further information and useful contacts](#) – includes names and contact details of helplines and organisations that provide support to children and young people with SEN and disabilities, and parent

Questions you might want to ask:

- what kind of support can I get from my local Service?
- how can I be sure it's right and not biased?
- will they be able to give me support straight away?

Notes

The Local Offer

This section explains what the Local Offer is.

It explains what your local authority has to do to publish the Local Offer, how children, young people and parents should be involved in producing and reviewing it, and what parents, children and young people can do if they want to be involved.

Every local authority must identify education, health and social care services in their local area provided for children, young people and families who have SEN or disabilities and include them in an information directory called the Local Offer. This will also help local authorities as they can use it to see where the gaps in provision are. The Local Offer also needs to include information about services provided outside your local area that local people are likely to use.

Local services should reflect what local people need. Your local authority must ask children, parents and young people what they think the Local Offer should include, and how they think people should be able to access it, and most authorities will have worked with their local Parent Carer Forum to develop this. They must publish what children, young people and parents tell them about their Local Offer and say clearly what they will do about the comments they receive.

Your local authority also needs local schools, colleges, health services and other service providers to contribute to the Local Offer.

This Local Offer needs to be kept up to date, and so your local authority will need to seek feedback from children, young people and parents as part of that process.

Further information

If you want to be involved in developing and reviewing your Local Offer, you should contact your local authority. You could also contact your local Parent Carer Forum (see [Glossary](#)).

You can find out more about the Local Offer from Chapter 4 of the [0-25 SEND Code of Practice](#).

Questions you might want to ask:

- what can I find in the Local Offer?
- how has it been put together?
- what can I do if my Local Offer doesn't include information about services my child needs?
- what do I do if I know of a service that isn't included in the Local Offer?

Notes

Support for children and young people with special educational needs

This section looks at:

- **SEN support:** It aims to describe what it means and what the law requires. It tells you what you can expect and where you can go for help.
- **Education, Health and Care (EHC) needs assessment and plans:** It aims to describe who EHC plans are for and the process of an EHC needs assessment. It also covers how and when children, young people and parents are involved, what you can expect, and where you can get help. It also explains what a Personal Budget is and how you can find out more about them.

SEN support

Any support your child gets from their school or other setting should meet their needs.

If your child has SEN, they will be able to access help – called SEN support – from their early years settings, such as nurseries or childminders (see section in this guide on Support for the under 5s), schools (see section in this guide on [Support for children of school age](#)) and further education institutions (see section in this guide on [Young people aged 16 and over in further education](#)) such as colleges and 16-19 academies.

SEN support replaces school action/school action plus (in schools) and early years action/early years action plus (in early years settings).

Children and young people with more complex needs might instead need an Education, Health and Care (EHC) plan (see section in this chapter on [Education, Health and Care needs assessments and plans](#)). EHC plans replace statements of SEN and Learning Disability Assessments (LDAs).

SEN support is part of what is known as the ‘graduated approach’ and in general should work as follows. (This approach varies in how it works depending on the age of your child – for example, it may work differently in a nursery than it will in a school.)

You may be contacted – for example in schools, this will be by your child’s teacher or SENCO – if your early years setting, school or college think your child needs SEN support. Or you can approach your child’s school or other setting if you think your child might have SEN. You will be involved and your views will be needed throughout the process, and you will be kept up to date with the progress made. Young people aged 16 to 25 will be fully involved in designing their own SEN support and provision.

The four stages of SEN support are

- Assess
- Plan
- Do
- Review.

Assess: Your child's difficulties must be assessed so that the right support can be provided. This should include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet your child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.

Plan: Your school or other setting needs to agree, with your involvement, the outcomes that the SEN support is intended to achieve – in other words, how your child will benefit from any support they get – and you need to be involved with that. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

Do: The setting will put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support should work closely to track your child's progress and check that the support is being effective.

Review: The support your child receives should be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

Your school or other setting can use the Local Offer (see section in this guide, [The Local Offer](#)) to see what help is available that may help achieve your child's outcomes.

Further information

You can find out more about SEN support by contacting your child's education provider, or by contacting your local authority's [Information, advice and support](#) service. You can also find out more from Chapters 5, 6 and 7 of the [0-25 SEND Code of Practice](#).

Questions you might want to ask:

- what kind of support does my child need to enable them to reach the agreed outcomes?
- how can I make sure I am being involved and what do I do if I feel I'm not being listened to?

Education, Health and Care needs assessments and plans

Your child's school or other setting will often be able to meet the needs of children through [SEN support](#). But sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available to schools and other settings to provide SEN support. In these circumstances, you or your child's school or other setting could consider asking your local authority for an Education, Health and Care (EHC) needs assessment for your child. This assessment could lead to your child getting an EHC plan. Some children and young people will have needs that clearly require an EHC needs assessment and plan and once the local authority is aware of them it should start this process without delay.

An EHC plan brings your child's education, health and social care needs into a single, legal document. Your child must have special educational needs to be eligible for a plan. There are other ways children who don't have SEN can get help, and you can ask your local [Information, advice and support](#) service for more information about this.

Requesting an EHC needs assessment

You can ask your local authority for an EHC needs assessment if you think your child needs one. Anyone at your child's school (such as your child's teacher) can also ask for an assessment to be carried out. Others who work with your child can also tell the local authority if they think an assessment is needed (such as your doctor, health visitor or nursery worker).

Deciding whether to conduct an EHC needs assessment

Once your local authority identifies that your child has SEN or receives a request for an assessment, they have up to six weeks to decide whether to carry one out. During that time, they will ask you and others – such as your child's school or other setting – for information to help them make that decision. You may wish to gather together all the reports and letters from your child's school or other setting, doctors' and any other assessments that have been produced about your child. You may also want to write about your child's needs and how long they have had them.

If your local authority decides not to carry out an assessment, they need to let you know their decision within six weeks of receiving a request for an assessment. Your local authority is expected to help you find other ways that your child can be supported in their school or other setting.

Conducting an EHC needs assessment

Local authorities need to make sure that you and your child are fully involved in the EHC needs assessment. They need to provide you with impartial information, advice and support to help you understand the process and make sure you are properly involved in

decisions that affect your child. This may include help from an Independent Supporter (see [Glossary](#)).

The assessment includes talking to you and your child and finding out from you what support you think your child needs, and what aspirations you and your child have for his or her future. The assessment also includes seeking information and views from people who work with your child, such as class teachers, doctors and educational psychologists.

Deciding whether an EHC plan is needed

After your local authority has made its assessment, having involved you and your child fully in the process, it will then decide whether or not an EHC plan is necessary. If they decide that an EHC plan is not needed, they must tell you within 16 weeks of the date they received a request for an assessment.

Preparing an EHC plan

If your local authority decides to proceed with an EHC plan, they should work closely with you and your child to make sure the plan takes full account of your views, wishes and feelings. Once the plan has been written, a draft will be sent to you which must not contain the name of the school or other setting your child will attend. You will be given 15 days to comment on the draft and you can ask for a meeting to discuss it if you want one. At that point you will also be able to request a specific school, or other setting, you want your child to attend. This could be a mainstream school or special school. Your local authority has 20 weeks from the request for the EHC needs assessment to issue the final plan to you.

Once an EHC plan has been finalised, your local authority has to ensure that the special educational support in section F of the plan is provided, and the health service has to ensure the health support in section G is provided. This should help to enable your child to meet the outcomes that you have jointly identified and agreed. Your local authority has to review your child's EHC plan at least every 12 months. That review has to include working with you and your child and asking you what you think and what you want to happen, and a meeting which you must be invited to.

What you can do if you disagree with your local authority's decisions

If you disagree with your local authority's decisions on:

- not proceeding with an EHC needs assessment
- not producing an EHC plan, or
- the special educational support that is included in the EHC plan

you have the right to challenge it.

Your local authority will tell you when and how you can challenge their decisions. There are a number of things you can do which are covered later in this guide in the section called [Challenging or disagreeing with decisions](#). Your local [Information, advice and support](#) service will be able to help you.

Further Information

You can find out more about EHC needs assessments and plans by contacting your local authority's [Information, advice and support](#) service. You can also find out more from Chapter 9 of the [0-25 SEND Code of Practice](#).

Questions you might want to ask:

- how will I know if my child needs an EHC needs assessment or plan?
- exactly how will I be involved in the process?
- what can I do if I'm not being involved in the process or don't feel I'm being listened to?
- what do I do if I am told my child doesn't need an EHC plan?
- what support is available in my local area?

Personal Budgets

You are entitled to request a Personal Budget if your child has an EHC plan or has been assessed as needing a plan. A Personal Budget is an amount of money your local authority has identified to meet some of the needs in your child's EHC plan, if you want to be involved in choosing and arranging a part of the provision to meet your child's needs. You (or your representative) will need to agree this with your local authority. A Personal Budget can only be used for agreed provision in the EHC plan.

There are four ways you can use a Personal Budget:

- Direct payments – where you receive money to buy and manage services yourself
- An arrangement where your local authority or education provider holds the money and commissions the services included in the EHC plan as directed by you (these are sometimes called notional arrangements)
- Third-party arrangements – where you can choose someone else to manage the money on your behalf:
- A combination of the three ways above

A local authority must secure a school's agreement where any provision, bought by a parent using a direct payment, will be provided on the school's premises.

Your local authority must include information about Personal Budgets in its Local Offer (see section in this guide, [The Local Offer](#)), including information on how to make a request.

Further Information

You can find out more about EHC needs assessments and plans, and Personal Budgets, by contacting your local authority's [Information, advice and support](#) service. You can also find out more from Chapter 9 of the [0-25 SEND Code of Practice](#).

Questions you might want to ask:

- if I want a Personal Budget, but my local authority says they can't release the money, what can I do?
- how will a Personal Budget help my child?

Notes

Support for the under 5s

This section looks at what support you can expect from early years settings.

All early years settings – such as nurseries, playgroups and childminders - that are registered with Ofsted have to follow the [Early Years Foundation Stage](#) (EYFS). You should check with your setting if they are registered. The EYFS is a legal framework that states all registered early years settings must have arrangements in place to support children with SEN or disabilities. This includes providing you with a written progress check when your child is 2 years old, ongoing observations of your child's progress, and a written assessment in the summer term of reception year in school. Your child's health visitor will also carry out a health check on your child when they are about 2 and a half.

All early years settings must not discriminate, harass, or victimise disabled children. They must also make reasonable adjustments for disabled children – such as providing auxiliary aids (for example, tactile signs) – so that these children are not disadvantaged when compared with other children.

Children who have SEN will be able to receive SEN support (see section in this guide on [Support for children and young people with special educational needs](#)). If your child's SEN are very complex or severe, they might need an Education, Health and Care (EHC) needs assessment. This might lead to an EHC plan. (See section in this guide on [Education, Health and Care needs assessments and plans](#))

If you think your child has SEN or a disability, or you're just worried about the progress they are making, you should talk to your early years setting. You can also talk to your doctor or health visitor. They must tell you if they think your child has SEN or a disability and should discuss with you what kind of support your child might need.

Children under 2

Most very young children do not attend early years settings. If your child does not attend a setting, and you think he or she may have SEN or a disability, talk to your doctor or health visitor. If they think your child has SEN, they must tell you and give you an opportunity to say what you think. In that way, they can consider what kind of support might best help your child. They also need to let your local authority know.

Further information

If you want to know more about what kind of support your child's early years setting provides for children with SEN or disabilities, you should ask them. Different laws apply to different types of early years settings, and the type of support available to your child is likely to vary depending on the type of setting.

For more information about support for children under 5 who have SEN or disabilities, please look at Chapter 5 of the [0-25 SEND Code of Practice](#). You can also check your authority's Local Offer (see section in this guide, [The Local Offer](#)). You can also speak to your authority's [Information, advice and support](#) service.

Questions you might want to ask:

- what can you (nursery/childminder) do to help support my child and meet his or her needs?
- how will you keep me updated on progress with my child's development? What can I do to help them at home?
- where can I find information about early years providers locally that can provide the right support for my child?

Notes

Support for children of school age

This section looks at the support you can expect from your child's school.

Most children of school age who have SEN or disabilities will attend a mainstream school (see [Glossary](#)). Mainstream schools include all state-funded schools, including academies and free schools.

If your child has a disability, whether or not they have SEN, their school must make reasonable adjustments, including the provision of auxiliary aids (such as tactile signage or induction loops) and services to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

If you think your child has SEN or a disability, you should talk to your school – start with the class teacher. Every school has to have a teacher who co-ordinates the SEN provision in the school called a SENCO (see [Glossary](#)) and you might also need to talk to them.

If your child's school thinks your child has SEN, they should talk to you to see what you think and gather evidence such as reports about your child's progress. If they decide to provide your child with support for their SEN, they must tell you.

If your child has SEN, your school needs to use its best endeavours – that means to do its very best – to give your child the support they need. That could include getting advice and support from specialists outside the school (such as an educational psychologist, a speech and language therapist or a specialist teaching and advisory service). Children with SEN will be provided with SEN support (see section in this guide on [Support for children and young people with special educational needs](#)).

The support provided is to help children achieve the outcomes or learning objectives that have been set for them.

SEN support can take many forms. This could include:

- a special learning programme for your child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
 - making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult

- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Your child's school must provide you with an annual report on your child's progress. They should talk to you regularly about your child's progress, (at least three times a year), set clear outcomes and produce a report of these as well as the action taken and support agreed, and you may want to ask for this to be outside of the regular parents' evening. It's important that the views of your child are included in these discussions.

If the school, despite its best endeavours, can't meet your child's needs then you should consider whether your child might need an Education, Health and Care (EHC) needs assessment which might lead to an EHC plan (see section in this guide on [Education, Health and Care needs assessments and plans](#)). You should discuss this with your child's school (your child's class teacher or the school's SENCO).

Your child's school must publish an SEN Information Report on their website, and keep the report up to date. The report needs to include things like:

- the kinds of SEN support the school provides
- their approach to teaching children and young people with SEN
- what arrangements they have for consulting parents and involving them in their child's education (and also for engaging young people directly)

Your child's school also needs to set out what arrangements they have for admitting children with disabilities, what steps they are taking to make sure children with disabilities are treated fairly and not discriminated against, what facilities are provided for disabled children and what plans they have for improving access in the future.

Many children with an EHC plan will be taught in mainstream schools, but some may be taught in special schools. Special schools only provide education for children and young people with special educational needs. In the same way that mainstream schools do, special schools should regularly discuss with you your child's education and the support they offer, and keep you up to date with their progress.

If your child has an EHC plan, you can make a request for a non-maintained special school, or for an independent school or independent specialist college (where approved for this purpose by the Secretary of State and published in a list available to all parents and young people). The local authority must comply with your preference and name the school or college in the EHC plan unless provision there is considered to not meet their needs, not represent good value for money or would impact negatively on the education of others.

You may also request a place at an independent school or independent specialist college that is not on the published list and the local authority must consider your request. The local authority is not under the same duty to name the provider and should be satisfied that the institution would admit the child or young person before naming it in a plan since these providers are not subject to the duty to admit a child or young person even if named in their plan.

Where an independent school is named on the EHC plan the local authority is obliged to provide the funding to meet the provision set out in the plan.

Further Information

For more information about SEN or disabilities for school aged children, please look at Chapter 6 of the [0-25 SEND Code of Practice](#).

Your local authority's Local Offer (see section in this guide, [The Local Offer](#)) sets out what support is available to all children and young people with SEN or disabilities. You can also speak to your local authority's [Information, advice and support](#) service.

Questions you might want to ask:

- how will my child's school monitor and review my child's progress and how will it keep me informed?
- how will I know what the best school for my child is?

Notes

Young people aged 16 and over in further education

This section looks at what you can expect if your child is in further education.

Many young people with SEN or disabilities, once they are over compulsory school age, move into further education (FE), such as FE and sixth form colleges and 16-19 academies. For simplicity, this section refers to all post-16 providers as colleges.

Colleges should be involved in plans for young people to leave school and enter college, so they can be prepared to meet their needs. They should give young people the chance, before they enter college, to say whether they have SEN or a disability which might affect their learning. Colleges should then discuss with young people and explain how they will provide support to meet their needs.

If your son or daughter has SEN, the college needs to use its best endeavours to give them the support they need. Support for most young people will be provided through SEN support (see section in this guide on [Support for children and young people with special educational needs](#)). This might include support from outside the college. The college should keep the support it provides under review and discuss it regularly with you and your son or daughter. They should keep records of your son or daughter's progress and the support they receive up to date and keep you all informed of progress.

At age 16, and beyond, young people will often become increasingly independent and may want to exercise more control over the support they receive for their SEN. Colleges, your local authority and others who provide services for young people when they are over compulsory school age are expected to communicate directly with the young person. You should talk to your son or daughter and agree how best you can be involved and how much support they will need as they get older. Once you have agreed arrangements which work for you, your son or daughter should let their college know so that you can receive the information and support you need as a parent to continue to give your child the support that they need from you.

If a college, despite its best endeavours, can't meet a young person's needs then a young person, with support from their parents, should consider whether they need an Education, Health and Care (EHC) needs assessment, which might lead to an EHC plan (see section in this guide on [Education, Health and Care needs assessments and plans](#)). If you think your son or daughter needs an assessment, you should both discuss this with the college. A request can be made for an EHC plan up until a young person reaches the age of 25.

For more information about support for young people aged 16+ in further education who have SEN or disabilities, please look at Chapter 7 of the [0-25 SEND Code of Practice](#). You can also check your local authority's Local Offer (see section in this guide, [The Local Offer](#)). Or you can speak to your local authority's [Information, advice and support](#) service.

Questions you might want to ask:

- if my child has a statement or EHC plan in school, does that carry forward to college?
- where can I find out information about colleges that are able to provide the right support for my son or daughter?

Notes

Preparing for adulthood

This section looks at how services should work together and support you to help your child prepare for adulthood, such as going into higher education, independent living, being involved in their community and being as healthy as possible in adult life.

From the age of 16, the law recognises young people have rights to take some decisions for themselves (provided they are capable of doing so). For example, they have a right to request an Education, Health and Care plan directly from their local authority, and a right to request a Personal Budget. That doesn't mean that you, as parents, are excluded. Your local authority or your child's college should still continue to involve you – particularly when your child is 16 or 17. Typically, young people this age will still want support from you as parents and will want your advice on decisions that affect them.

As children get older and become young people and adults, it is important that they are given opportunities to take more control over their lives. All young people need support at this important time – from you as parents, and from professionals such as teachers, college lecturers, youth workers and others. This is particularly important for young people with SEN or disabilities.

Preparing for adulthood is about preparing for things like higher education, independent living, being involved in the community and being as healthy as possible in adult life. It needs to start early – schools and other service providers should start having discussions with young people about long-term goals, ideally before they reach the age of 14. As parents, you of course need to be included in those discussions.

Recognising the increasing independence of young people once they reach 16 and beyond, your local authority has a number of legal responsibilities such as:

Making sure information, advice and support is available directly to young people, independent of their parents if they wish it. [Information, advice and support](#) services should work sensitively with families, and explain to you what this means for you as parents

Including information in the Local Offer (see section in this guide, [The Local Offer](#)) about preparing for adulthood, and support available to them in higher education

Making sure that all reviews of Education, Health and Care plans (see section in this guide on [Support for children and young people with special educational needs](#)) for young people from age 13-14 onwards, include a focus on preparing for adulthood

Making sure services they provide – such as housing and adult social care – help children and young people prepare for adulthood

Carrying out an adult care transition assessment for young people aged 18 and over with SEN or disabilities, if they think it will benefit that young person

Further information

More information about preparing for adulthood can be found from your local authority's [Information, advice and support](#) service and from your local authority's Local Offer (see section in this guide, [The Local Offer](#)). More details about what this means and what the law requires can be found in Chapter 8 of the [0-25 SEND Code of Practice](#).

Questions you might want to ask:

- what happens if I am excluded from discussions about my child's future?
- what if my child and I disagree?
- what if my child is not capable of making decisions for him or herself?

Notes

Children and young people in specific circumstances

This section looks at children and young people with SEN whose particular circumstances mean they need something more than or different from other children with SEN.

There are some groups of children and young people with SEN whose specific circumstances mean they need something more than or different from other children with SEN. These groups include:

- children who are looked after by their local authority
- children who have SEN and social care needs, including children in need
- children and young people who receive education outside the local authority's area
- children and young people of compulsory school age who are educated in a setting that is not a school
- children and young people educated at home
- children and young people in hospital
- young people in youth custody
- children whose parents are in the armed forces

The arrangements and entitlements for these children will vary.

Further information

If any of the circumstances above apply to your child, you can find out more by looking at Chapter 10 of the [0-25 SEND Code of Practice](#).

You could also contact your authority's [Information, advice and support](#) service who will be able to help.

Notes

Challenging or disagreeing with decisions

This section looks at what to do if you disagree with decisions made by professionals. That includes your local authority, your child's school or other setting, local health and other services. It tells you what your rights are and when and how you can challenge decisions.

You may not always agree with a decision your child's early years setting, school or college has made about your child's support. You should first raise this with them and try to reach agreement. If you can't reach agreement, they can advise you on their procedures for making complaints. You could also approach your local authority's [Information, advice and support](#) service for help.

Your local authority must make arrangements for both disagreement resolution and mediation services to be available. These services are independent of your local authority and can provide you with a quick and informal way of resolving disagreements.

Disagreement resolution

Disagreement resolution services are for all parents of children and young people with SEN, and young people themselves with SEN. Using the service is voluntary and covers SEN provision as well as disagreements about health and social care. Details about the arrangements for disagreement resolution will be set out in your local authority's Local Offer (see section in this guide, [The Local Offer](#)).

There are three areas of disagreement that this service can help with:

- If you disagree with your local authority, your school, early years setting or college about how they are carrying out their education, health and care duties. This applies if your child has any kind of SEN – it's not just if they are going through EHC needs assessment or if they have an EHC plan
- If you disagree with your early years settings, school or college about the SEN provision they are making. This applies if your child has any kind of SEN – it's not just if they are going through an EHC needs assessment or if they have an EHC plan
- If you disagree with your local authority or Clinical Commissioning Group (CCG) (see [Glossary](#)) about the health or social care provision during your child's EHC needs assessment, or about their EHC plan, and any review or reassessment of the EHC plan

Mediation

Mediation is also a voluntary process for parents and young people, which you can use if you cannot reach an agreement with your local authority or CCG in matters relating to EHC plans. Your local authority has to make an independent mediation service available to you. It only covers disagreements you might have in the following circumstances, where your local authority decides:

- not to carry out an EHC needs assessment or re-assessment of your child
- not to draw up an EHC plan for your child, once they have done an assessment
- not to amend your child's EHC plan after the annual review or re-assessment
- to cease to maintain your child's EHC plan

Where your local authority has drawn up an EHC plan for your child, mediation must be available if you disagree with:

- the parts of the plan which describe a child's special educational needs
- the special educational provision set out in the plan

Your local authority must provide you with access to an independent mediation adviser who you will need to contact for information about mediation if you are thinking about appealing to the SEND Tribunal. Details about the arrangements for mediation information will be set out in your local authority's Local Offer (see section in this guide, [The Local Offer](#)).

If you decide to go to a mediation meeting, the mediation adviser will inform your local authority who must meet you within 30 days.

The mediation session will be run by an independent mediator who should have accredited training. It should be at a place and time that is convenient for you, and you will be told when and where the meeting will be at least 5 days before it happens. You can bring a friend, adviser or advocate to help you. When the mediation has finished the mediation adviser must issue a certificate within 3 working days. You will need this certificate to register an appeal to the SEND Tribunal.

If, once you have contacted a mediation adviser, you decide that you do not want to go to mediation, the adviser will issue you with a certificate within 3 working days. You can also go to mediation with your local authority or your local CCG about the social care and health parts of an EHC plan if you tell your local authority that you are unhappy with these parts of the plan.

Appealing to the Special Educational Needs and Disability (SEND) Tribunal

Before you can appeal to the SEND Tribunal, you must have contacted a mediation adviser (unless your appeal is only about the school your local authority has named in your child's plan or if they have not named a school in it). You will need a certificate from the mediation adviser to register an appeal with the SEND Tribunal. You have one month from receiving the certificate or two months from the original decision (whichever is the later date) to register an appeal with the Tribunal.

The SEND Tribunal is a legal body. It hears appeals against decisions made by local authorities about EHC needs assessments and EHC plans. You can appeal to the Tribunal if your local authority decides:

- not to carry out an EHC needs assessment or re-assessment for your child
- not to draw up an EHC plan for your child, once they have done an assessment
- not to amend your child's EHC plan after the annual review or re-assessment
- to cease to maintain your child's EHC plan

You can also appeal if you disagree with what your local authority includes in your child's EHC plan such as:

- how they describe your child's SEN
- what SEN provision is included for your child
- the school (or other educational establishment) your local authority says your child should attend, or if they don't include a school
- if they change any of these details without your agreement

The SEND Tribunal also hears disability discrimination claims against schools (and against local authorities if the local authority is responsible for the school).

Disagreeing about other things

Local authorities and others have arrangements in place if you disagree with decisions taken, or want to complain about other things such as:

- health provision
- social services provision
- your local authority

Further information

Chapter 11 of the [0-25 SEND Code of Practice](#) provides details of how you can challenge decisions or raise complaints on all such matters. This chapter also includes details of disagreement resolution arrangements, mediation and appealing to the SEND Tribunal that have been described in this section.

You can also contact your authority's [Information, advice and support](#) service for help and look at your authority's Local Offer (see section in this guide, [The Local Offer](#)).

Notes

Further information and useful contacts

<p>Advisory Centre for Education ACE Education Advice & ACE Education Training 72 Durnsford Road London, N11 2EJ</p> <p>Phone: 0208 888 3377 Email: enquiries@ace-ed.org.uk Website: www.ace-ed.org.uk</p>	<p>Ataxia UK Lincoln House Kennington Park 1-3 Brixton Road London SW9 6DE</p> <p>Phone: 020 7582 1444 Helpline: 0845 644 0606 Email: helpline@ataxia.org.uk Website: www.ataxia.org.uk</p>
<p>AFASIC – voice for life 1st Floor 20 Bowling Green Lane London EC1R 0BD</p> <p>Phone: 020 7490 9410 Helpline: 0300 666 9410 (Monday to Friday, 10.30am to 2.30pm) Website: www.afasic.org.uk</p>	<p>Barnardo's Tanners Lane Barkingside Ilford Essex IG6 1QG</p> <p>Phone: 020 8550 8822 Helpline: 0808 8005000 Website: www.barnardos.org.uk</p>
<p>Association for Spina Bifida and Hydrocephalus Asbah House 42 Park Road Peterborough PE1 2UQ</p> <p>Phone: 01733 555 988 Helpline: 0845 450 7755 Email: helpline@asbah.org Website: www.asbah.org</p>	<p>British Deaf Association BDA Head Office 3rd Floor 356 Holloway Road London, N7 6PA</p> <p>Phone: 0207 697 4140 Facetime: 07795 410724 Email: bda@bda.org.uk Skype: bda.britdeadassoc Website: www.bda.org.uk</p>
<p>British Dyslexia Association Unit 8 Bracknell Beeches Old Bracknell Lane Bracknell RG12 7BW</p> <p>Phone: 03334 054555 Helpline: 0333 405 4567 (Monday to Friday, 10-12:30am, 1-4pm. Closed Wednesday afternoons) Email: helpline@bdadyslexia.org.uk Website: www.bdadyslexia.org.uk</p>	<p>Children's Legal Centre Coram Children's Legal Centre Riverside Office Centre Century House North North Station Road Colchester CO1 1RE</p> <p>Free advice line: 0808 8020008 Email: info@coramcic.org.uk Website: www.childrenslegalcentre.com</p>

<p>Brittle Bone Society Grant-Paterson House 30 Guthrie Street Dundee DD1 5BS</p> <p>Phone: 01382 204 446 Freephone helpline: 0800 028 2459 Email: contact@brittlebone.org Website: www.brittlebone.org</p>	<p>Contact a Family 209-211 City Road London EC1V 1JN</p> <p>Phone: 0207 608 8700 Helpline: 0808 808 3555 Textphone: 0808 808 3556 (Monday to Friday, 10am to 4pm and Monday 5.30pm to 7.30pm) Email: info@cafamily.org.uk Website: www.cafamily.org.uk</p>
<p>Centre for Studies on Inclusive Education (CSIE) The Park Centre Daventry Road Knowle Bristol BS4 1DQ</p> <p>Tel: 0117 353 3150 Email: admin@csie.org.uk Website: www.csie.org.uk</p>	<p>Council for Disabled Children c/o National Children's Bureau 8 Wakley Street London EC1V 7QE</p> <p>Phone: 0207 843 1900 Email: cdc@ncb.org.uk Website: www.councilfordisabledchildren.org.uk</p>
<p>Diabetes UK Macleod House 10 Parkway London NW1 7AA</p> <p>Phone: 0345 123 2399 Email: info@diabetes.org.uk Website: www.diabetes.org.uk</p>	<p>Cystic Fibrosis Trust 11 London Road Bromley Kent BR1 1BY</p> <p>Phone: 0208 464 7211 Helpline: 0300 373 1000 Email: enquiries@cysticfibrosis.org.uk Website: www.cysticfibrosis.org.uk</p>
<p>Disability Alliance UK Universal House 88-94 Wentworth Street London E1 7SA</p> <p>Phone: 020 7247 8776 Email: office@disabilityalliance.org Website: www.help4me.info</p>	<p>English Federation of Disability Sport SportPark Loughborough University 3 Oakwood Drive Loughborough LE11 3QF</p> <p>Phone: 01509 227750 Website: www.efds.co.uk</p>

<p>Disability Living Foundation Ground Floor Landmark House Hammersmith Bridge Road London W6 9EJ</p> <p>Phone: 020 7289 6111 Helpline: 0300 999 0004 Email: info@dlf.org.uk Website: www.dlf.org.uk</p>	<p>Down's Syndrome Association Langdon Down Centre 2a Langdon Park Teddington TW11 9PS</p> <p>Phone: 0333 121 2300 (Monday to Friday, 10am to 4pm) Email: info@downs-syndrome.org.uk Website: www.downs-syndrome.org.uk</p>
<p>Dyspraxia Foundation 8 West Alley Hitchin Hertfordshire SG5 1EG</p> <p>Phone: 01462 455 016 Helpline: 01462 454 986 Email: dyspraxia@dyspraxiafoundation.org.uk Website: www.dyspraxiafoundation.org.uk</p>	<p>Dyslexia Action Dyslexia Action House 10 High Street Egham, Surrey TW20 9EA</p> <p>Phone: 0300 303 8357 Email: info@dyslexiaaction.org.uk Website: www.dyslexiaaction.org.uk</p>
<p>Dyslexia-SpLD Trust Unit 8 Bracknell Beeches Old Bracknell Lane Bracknell Berkshire RG12 7BW</p> <p>Phone: 01344 381564 www.thedyslexia-spldtrust.org.uk</p>	<p>Entrust Care Ltd Brook View Brookside Avenue Coventry West Midlands CV5 8AF</p> <p>Phone: 0247 671 1888 Website: www.entrustcare.co.uk (only available in Coventry)</p>
<p>Epilepsy Action New Anstey House Gate Way Drive Yeadon Leeds LS19 7XY</p> <p>Phone: 0113 210 8800 Helpline: 0808 800 5050 Email: epilepsy@epilepsy.org.uk Website: www.epilepsy.org.uk</p>	<p>Family Fund 4 Alpha Court Monks Cross Drive York YO32 9WN</p> <p>Phone: 01904 621115 Textphone: 01904 658085 Email: info@familyfund.org.uk Website: www.familyfund.org.uk</p>

<p>Haemophilia Society Petersham House 57a Hatton Garden London EC1N 8JG</p> <p>Phone: 0207 831 1020 Helpline: 0800 018 6068 Email: info@haemophilia.org.uk Website: www.haemophilia.org.uk</p>	<p>Huntington's Disease Association Suite 24, Liverpool Science Park IC1 131 Mount Pleasant Liverpool, L3 5TF</p> <p>Phone: 0151 331 5444 Fax: 0151 298 9440 Email: info@hda.org.uk Website: www.hda.org.uk</p>
<p>Headway National Head Injuries Association Bradbury House 190 Bangall Road Old Basford Nottingham NG6 8SF</p> <p>Phone: 0115 924 0800 Free helpline: 0808 800 2244 Email: helpline@headway.org.uk Website: www.headway.org.uk</p>	<p>I CAN (Invalid Children Aid Nationwide) 8 Wakley Street London EC1V 7QE</p> <p>Phone: 0845 225 4071 Email: info@ican.org.uk Website: www.ican.org.uk</p>
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<p>LOOK (National Federation of Families with Visually Impaired Children) Look National Office Queen Alexander College 49 Court Oak Road Harborne Birmingham B17 9TG</p> <p>Phone: 0121 428 5038 Email: information@look-uk.org Website: www.look-uk.org</p>	<p>KIDS (Working with disabled children, young people and their families) 7-9 Elliott's Place London N1 8HX</p> <p>Phone: 0207 359 3635 Website: www.kids.org.uk</p>

<p>MENCAP 123 Golden Lane London EC1Y 0RT</p> <p>Phone: 0207 454 0454 Helpline: 0808 808 1111 (Monday-Friday 9am-5pm) Email: information@mencap.org.uk Website: www.mencap.org.uk</p>	<p>Motability Warwick House Rowden Road Harlow Essex CM19 5PX</p> <p>Phone: 01279 635999 Website: www.motability.co.uk</p>
<p>MIND (National Association for Mental Health) 15-19 Broadway Stratford London E15 4BQ</p> <p>Phone: 0208 519 2122 Email: contact@mind.org.uk Website: www.mind.org.uk</p>	<p>Muscular Dystrophy Campaign 61A Great Suffolk Street London SE1 0BU</p> <p>Phone: 020 7803 4800 Information and support line: 0800 652 6352 Email: info@muscular-dystrophy.org Website: www.muscular-dystrophy.org</p>
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<p>National Autistic Society 393 City Road London EC1V 1NG</p> <p>Phone: 0207 833 2299 Helpline: 0808 8004104 (Monday to Friday, 10am to 4pm)</p> <p>Website: www.autism.org.uk</p>	<p>National Association of Special Educational Needs 4/5 Amber Business Village Amker Close Tamworth B77 4RP</p> <p>Phone: 01827 311 500 Email: welcome@nasen.org.uk Website: www.nasen.org.uk</p>

<p>National Blind Children's Society Hillfields Reading Road Burghfield Common Reading RG7 3YG</p> <p>Phone: 01278 764 770 Helpline: 0800 781 1444 Email: services@blindchildrenuk.org Website: www.blindchildrenuk.org</p>	<p>National Eczema Society Hill House Highgate Hill London N19 5NA</p> <p>Phone: 0207 281 3553 Helpline: 0800 089 1122 (Monday to Friday, 8am to 8pm) Email: helpline@eczema.org Website: www.eczema.org</p>
<p>National Deaf Children's Society Ground Floor South Castle House 37-45 Paul Street London, EC2A 4LS</p> <p>Phone: 0207 490 8656</p> <p>Helpline: 0808 800 8880 Email: ndcs@ndcs.org.uk Website: www.ndcs.org.uk</p>	<p>National Federation of the Blind 215 Kirkgate Wakefield West Yorkshire WF1 1JG</p> <p>Phone: 01924 291313 Website: www.nfbuk.org</p>
<p>Network 81 10 Boleyn Way West Clacton Essex CO15 2NJ</p> <p>Helpline: 0845 077 4055 Email: network81@hotmail.co.uk Website: www.network81.org</p>	<p>Information, Advice and Support Services Network 8 Wakley Street London EC1V 7QE</p> <p>Phone: 020 7843 6058 Email: nppn@ncb.org.uk Website: www.parentpartnership.org.uk</p>
<p>Parents for Inclusion Unit 2 336 Brixton Road London SW9 7AA</p> <p>Phone: 0207 738 3888 Helpline: 0800 652 3145 Email: info@parentsforinclusion.org Website: www.parentsforinclusion.org</p>	<p>National Society for Epilepsy Chesham Lane Chalfont St Peter Buckinghamshire SL9 0RJ</p> <p>Phone: 01494 601 300 Helpline: 01494 601 400 (Monday, Tuesday, Thursday, Friday: 9am to 4pm. Wednesday: 9am to 8pm) Website: www.epilepsysociety.org.uk</p>

<p>Physically Disabled and Able Bodied (PHAB) Summit House 50 Wandle Road Croydon CR0 1DF</p> <p>Phone: 020 8667 9443 Email: info@phab.org.uk Website: www.phab.org.uk</p>	<p>Rathbone (Positive life choices for young people) 4th Floor Wellington House 39-41 Piccadilly Manchester M1 1L</p> <p>Phone: 0800 731 5321 Email: external.communication@rathboneuk.org Website: www.rathboneuk.org</p>
<p>Pre-school Learning Alliance The Fitzpatrick Building 188 York Way London N7 9AD</p> <p>Phone: 020 7697 2500 Website: www.pre-school.org.uk</p>	<p>Royal National Institute of Blind People 105 Judd Street London WC1H 9NE</p> <p>Phone: 020 7388 1266 Helpline: 0303 123 9999 Typetalk: 0800 51 51 52 Email: helpline@rnib.org.uk Website: www.rnib.org.uk</p>
<p>Sickle Cell Society 54 Station Road London NW10 4UA</p> <p>Phone: 020 8961 7795 Email: info@sicklecellsociety.org Website: www.sicklecellsociety.org</p>	<p>SCOPE (Disability advice) 6 Market Road London N7 9PW</p> <p>Phone: 0207 619 7100 Helpline: 0808 800 3333 Email: helpline@scope.org.uk Website: www.scope.org.uk</p>
<p>SKILL: National Bureau for students with disabilities Unit 3, Floor 3 Radisson Court 219 Long Lane London SE1 4PR</p> <p>Phone: 0207 450 0620 Helpline: 0800 328 5050 Email: students@disabilityrightsuk.org Website: www.skill.org.uk</p>	<p>SENSE 101 Pentonville Road London N1 9LG</p> <p>Phone: 0300 330 9250</p> <p>Information Helpline: 0300 330 9256 Textphone: 0300 330 9252 Email: info@sense.org.uk Website: www.sense.org.uk</p>

<p>Spinal Injuries Association SIA House 2 Trueman Place Oldbrook Milton Keynes MK6 2HH</p> <p>Phone: 0845 678 6633 Helpline: 0800 980 0501(Monday to Friday 9.30am-1pm and 2pm-4.30pm) Email: sia@spinal.co.uk Website: www.spinal.co.uk</p>	<p>The Stroke Association Stroke House 240 City Road London EC1V 2PR</p> <p>Phone: 020 7566 0300 Helpline: 0845 30 33 100 Textphone: 1800 1030 3303 3100 Email: info@stroke.org.uk Website: www.stroke.org.uk</p>
<p>Young Minds Suite 11, Baden Place Crosby Row London, SE1 1YW</p> <p>Phone: 020 70895050 Helpline: 0808 802 5544 Email: ymenquiries@youngminds.org.uk Website: www.youngminds.org.uk</p>	<p>The National Network of Parent Carer Forums</p> <p>Website: www.nnpcof.org.uk</p>
<p>Special Needs Jungle</p> <p>Website: www.specialneedsjungle.com</p>	

Glossary

Clinical Commissioning Group (CCG): CCGs are groups of professionals that work together to commission services, ensuring there is sufficient capacity contracted to deliver necessary services to people.

Independent supporter: A person recruited by a voluntary or community sector organisation to help families going through an EHC needs assessment and the process of developing an EHC plan. This person is independent of the local authority and will receive training, including legal training, to enable him or her to provide this support.

Keyworker: Someone who provides children, young people and parents with a single point of contact to help make sure the support they receive is co-ordinated. A keyworker could be provided directly by a local authority or local health organisation, a school or college, or from a voluntary or private sector body.

Local authority/authorities: Local authorities are administrative offices which provide services within their local areas. There are 152 across England which are education authorities. For more information about local Government, please visit the [types of council section on GOV.UK](#).

Mainstream school: This is a school, primary or secondary, that provides education for all children, whether or not they have special educational needs or disabilities.

Parent Carer Forum: A Parent Carer Forum is a representative local group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. They have been established in most local authority areas. For more information please visit: <http://www.cafamily.org.uk/pcp/resources> or <http://www.nnpf.org.uk/>

Reasonable adjustments: Reasonable adjustments are changes schools and other settings are required to make which could include: changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment)

Special Educational Needs Co-ordinator (SENCO): A SENCO is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO.

Statutory guidance: Statutory guidance is guidance which local authorities and other local bodies have a legal duty to follow.

Annex: Special educational needs and disabilities – moving from the old to the new system

The new SEND system is being introduced from 1 September 2014, putting children, young people and parents at the heart of things and being much more involved in decisions that affect them. Organisations that provide support for children and young people with SEN or disabilities need to work together, and with families, to make sure that the support being provided takes full account of what families say they need.

This Annex is relevant to you if your child has SEN or a disability and:

- was being assessed for a statement under the old system on 1 September 2014
- has a statement of SEN
- receives support in further education or training as a result of a Learning Difficulty Assessment (LDA)
- is in school and is receiving support through school action or school action plus (SA/SA Plus), or
- is in an early years setting (such as a nursery or a childminder) and is receiving support through early years action or early years action plus (EYA/EYA Plus)

From September 2014:

- Your local authority will not start any more assessments for statements of SEN or any new LDAs. These are being replaced by Education, Health and Care (EHC) plans (see section in this guide on [Support for children and young people with special educational needs](#)).
- Your school will start to review pupils currently on SA/SA Plus with a view to transferring them to the new SEN support category (see section in this guide on [Support for children and young people with special educational needs](#)). Schools are expected to transfer children from SA/SA Plus to SEN support by the end of the Spring term 2015 and for all to be phased out by September 2015. If your child is currently receiving support from SA/SA Plus, your child's school should be talking to you about what arrangements they are putting in place and how they will engage with you and regularly review your child's progress.
- Your early years setting will start to review and transfer children from EYA/EYA Plus to SEN support. Early years settings are expected to transfer EYA/EYA Plus into SEN support for most children by the end of the Spring term 2015 and for all to be phased out by September 2015. If your child is currently receiving support from EYA/EYA Plus, your child's early years setting should be talking to you about what arrangements they are putting in place and how they will continue to engage with you and regularly review your child's progress.

Transferring children and young people from statements and LDAs to EHC plans

The legal test of when a child or young person requires an EHC plan remains the same as that for a statement. So, if your child has a statement and would have continued to have one under the current system, you can expect them to be transferred to an EHC plan. No child or young person should lose their statement and not have it replaced with an EHC plan simply because the system is changing.

Similarly, local authorities have undertaken LDAs for young people either because they had a statement at school or because, in the council's opinion, they are likely to need additional support as part of their further education or training and would benefit from an LDA to identify their learning needs and the provision required to meet those needs. So, if your child is currently receiving support as a result of an LDA and remains in further education or training during the transition period, you can expect them to have an EHC plan if they need one.

Local authorities should transfer all children and young people who have a statement or receive support as a result of an LDA into the new system as quickly as they are able to, but this will take time to do properly. Your local authority should consult local parents, young people and professionals to develop a plan setting out the order in which children and young people with statements and LDAs will transfer to the new system. They must make sure that:

- all young people who receive support as a result of an LDA who need an EHC plan should have one by September 2016, and
- all children with statements who need an EHC plan will have one by April 2018

Your child's statement or LDA will remain in force until it is replaced with an EHC plan.

What if my local authority is part way through assessing my child for a statement on 1 September 2014?

If your local authority is part-way through assessing your child for a statement of SEN on 1 September 2014, you should discuss with them whether:

- they will continue to assess your child for a statement, or
- your child should be assessed for an EHC plan instead
- You will need to agree with your local authority which option to pursue.

What if I disagree with my local authority?

If your local authority decides to cease your child's statement and not replace it with an EHC plan, then you will be able to challenge that decision if you disagree with it. If you decide to appeal to the SEND Tribunal, your child's statement will stay in force until the appeal is decided. If your child receives support as a result of an LDA and your local authority decide not to issue an EHC plan, you can challenge this decision too.

You should ask your local authority for information about how to challenge their decision. The section in this guide entitled Challenging or disagreeing with decisions gives more information about this.

More details about arrangements for moving from the old SEND system to the new one can be found in the [document accompanying the SEND code of practice: 0 to 25](#).



Department
for Education

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Department
for Education



Changes to special educational needs and disability support



Easy read guide for parents

Who is this guide for?



This guide may be useful if you:

- are a **parent**
- you have a learning disability
- you have a child who has **special educational needs** or **disabilities**.



If you do not have a learning disability, this guide can still help you to understand the changes to the support that **children** and **young people** who have **special educational needs** and **disabilities** can get.

This guide sets out the new law for those with special educational needs or a disability. Some of the new law is not easy to summarise in a few lines, and we have had to simplify it for this guide

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Introduction from the minister



My name is **Edward Timpson**. I am the **Minister for Children and Families**.



I work for the **government**. The government helps to run the country.



My job is to think about how to give better support to children and young people and their families.



The government has made some changes to how some children and young people and their families are supported. These changes are in the **Children and Families Act 2014**.



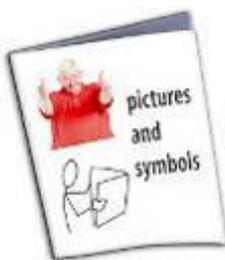
These changes mean that children and young people and their families will:

- get the support they need earlier, to help them learn and be healthy
- be more involved in making decisions about their lives and the support they need
- be able to find information more easily than before
- get help to prepare for their future, including getting a job, choosing where to live and getting involved in their community.



It is important that everyone is able to understand these changes.

This document is an **easy read guide** to the changes. If you are a child or a young person who has a learning disability, this guide will help you to understand them.



I think it is important to provide information in easy read for children and young people with a learning disability.

Easy read information explains things using simple language and pictures so it will be useful for everyone; not just people who have a learning disability.



I hope you find it helpful.

A blue handwritten signature.

Important words



This is a list of important words in the guide that you might want to know more about.

These words will be in **bold** when they are used in this guide.

Important words in this guide.

A



An **additional learning needs coordinator** is a teacher at a college who is in charge of making sure students who have special educational needs and disabilities get the support they need.



An **advocate** is someone who can help children, young people and parents to say what they want if they find it difficult to do so.



An **appeal** is what someone does when they want to try and change a decision about their support that they do not agree with.



Apprenticeships, traineeships and supported internships are types of training for young people who are 16 years old or over.

They help young people to learn skills to get a job.

Young people doing these types of training do some learning in a classroom and some learning at work.



An **assessment** is a way of working out what kind of support someone needs.

C



Children are aged between 0 and 16.



College is where young people go to learn skills that they might need when they are older.

If someone is aged between 16 and 25 years old, then they can go to a college.

D



Decisions are choices people make about what happens in their life.

Some people may need support to make decisions. For example, having things explained in a different way.



A person who has **disabilities**:

- may have problems with their health
- may find it harder to do things than other people



Disagreement resolution services help to sort out problems where people do not agree with the support for a child or young person who has special educational needs or disabilities.

You can find out about them from your local council.

E



An **education health and care needs assessment** will look at what extra support children and young people with special educational needs might need in their life.



An **education, health and care plan** says what support a child or young person who has special educational needs must get.



Education support can help someone to learn things like reading and writing.



An **educational psychologist** looks at how a child or young person can be better supported to learn. This includes children and young people with special educational needs and disabilities.

H



Health support can help someone to stay healthy, like having physiotherapy.

I



An **independent supporter** is someone who can support a young person or their family during an education, health and care needs assessment.



An **information, advice and support service** is where children, young people and parents can go to find out more information about special educational needs and disabilities and how to get the support they need.

L



Lacking capacity is when a person is not able to make a decision for themselves.

Just because someone finds it hard to make one decision, it does not mean they are not able to make other decisions.



A **local council** is the group of people who look after things in a local area like services to support children and young people who have special educational needs and disabilities.



A **local offer** is information about the support and services that children and young people, who have special educational needs and disabilities, and their families can get.

M



Mediation is a meeting to help people who disagree about something, like the support someone gets. They can meet to try and find a way of agreeing about it.

There is usually someone else there to help them do this. This person is called a **mediator**.



A **mental capacity assessment** is carried out to see if someone is able to make decisions.

If someone can not make a decision by themselves, they should still be supported to have their say.

P



Parents are people who look after children and young people.

Often that is a mum or dad. But some children and young people are looked after by other people who act as parents. This could be:

- a grandparent
- a brother or sister
- a carer.

In this guide, the person who parents look after will be called 'a child'. They will be called a child no matter what age they are.



A **personal budget** is money set aside for a young person or a parent by their local council.

It can be used to buy some of the support a child or young person gets in their education, health and care plan.

Sometimes a local council will keep this money and use it to buy some support that a young person or their family might need.



Preparing for the future is when children and young people think about what they want to do when they are older.

R



A **review** is a meeting where a local council, a school or a college, and some other people look at the support a child or young person gets and if it is right for them.

S



School is where children and young people go to learn skills that they might need when they are older.

If someone is aged between 2 and 5 years old, they can go to a **nursery school**.

If someone is aged between 5 and 16 years old, they must go to a **school**.



Social care support is the support someone gets to help them do things like washing, cooking and meeting up with friends.



A **social worker** is someone who works with families to help make sure they get the support they need.



A child or young person who has **special educational needs** may:

- find it harder to learn than other people of their age
- face challenges that make it hard to go to school or college
- need extra or different support to learn.



A **special educational needs coordinator** is a teacher at a school who is in charge of making sure students who have special educational needs or disabilities get the support they need.



The **Special Educational Needs and Disabilities Tribunal** is a court that listens to appeals and decides if a decision should be changed.

	<p>Special educational needs support is the support that children and young people who have special educational needs can get in school or college.</p>
	<p>A speech and language therapist is someone who helps children and young people who might find it harder to communicate.</p>
	<p>A statement is the document that used to be given to children and young people with special educational needs in school who needed a lot of support.</p> <p>It said what support someone needed to help them learn.</p> <p>This was called a learning difficulty assessment for young people in colleges.</p>

T

	<p>Training can help someone get the skills they need for things like getting a job, looking after their money, and getting on with their life.</p> <p>There are lots of types of training that support someone to do these things.</p>
---	--

Y



Young people are aged between 16 and 25.

Introduction

Important words in this chapter



- **Children**
- **Young people**
- **Parents**
- **Advocate**
- **Special educational needs**
- **Disabilities**

What is this guide about?



This guide is about the changes made by the government to the way that **children** and **young people** who have **special educational needs** and **disabilities** are supported.



These changes will help **children** and **young people** with **special educational needs** and **disabilities** to:

- learn
- stay healthy
- get involved in their local community
- make friends
- get a job.

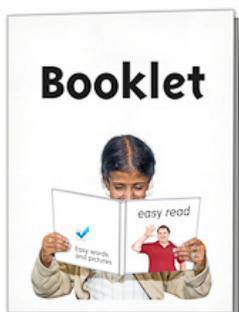


Children and young people who have **special educational needs** and **disabilities** can now get this support for longer.

Some people will be able to get this support until the age of 25.



The government wants **children** and **young people** and their **parents** to have more say about the support they need.



This document is a guide to help **children** and **young people** who have **special educational needs** and **disabilities** to understand the changes to the support that they can get.

How can you use the guide?



If you have **special educational needs** or **disabilities**, you might want to read this guide to find out more about the changes happening to the support you get in your life.



You can ask a friend or a supporter to help you read this guide if you get stuck.



You can ask an **advocate** to help you to do anything in this guide.

Making decisions

Important words in this chapter



- **Decisions**
- **Lacking capacity**
- **Mental capacity assessment**

What do you need to know about making decisions?



The government wants you and your child to have more chance to say what support you get in your life.



You could be asked to make **decisions** about:

- what support your child gets
- the **school** or **college** your child goes to
- what your child might want to do in the future.



If your child is aged 16 or over, they will be the main person making **decisions**.

They may want to ask you to help them make **decisions**.



If your child is under the age of 16, you will be the main person making **decisions** about their life.

Your child should still be asked to have their say about their support.



Sometimes some **parents** and **young people** are not able to make **decisions**. This is called **lacking capacity**.

If this is the case, someone will need to make a **decision** for the **parent** or **young person**.



If someone thinks that you are not able to make a decision for yourself, you might have a **mental capacity assessment**.



If a **mental capacity assessment** says that you are not able to make a **decision** for yourself, someone else will make a **decision** for you.

They must make sure they involve you and those who know you well.



Even if you are not able to make a **decision** for yourself, your views are still important.

Things you might want to think about



Here are some things you might want to think about when deciding what **decisions** you might want to make about the support your child gets:

- What sort of **decisions** do you feel comfortable making about the support your child can get?
- What sort of **decisions** do you not feel comfortable making about the support your child can get?
- If your child is over the age of 16, are there any **decisions** they would like to make on their own?
- What support would you need to help you make a **decision**?

The local offer

Important words in this chapter

	<ul style="list-style-type: none">• Local offer• Local council
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What is the local offer?

	<p>The local offer can help you to find out more about the support and services:</p> <ul style="list-style-type: none">• your child can get• you can get.
	<p>Your local offer will tell you:</p> <ul style="list-style-type: none">• who to contact to find out more information• how to contact them.
	<p>You can find your local offer on your local council's website.</p> <p>If you do not have access to the internet, you can ask your local council or your local information advice and support service for information that is written down.</p>



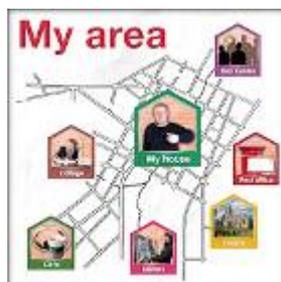
Your **local offer** will tell you what services and support you can get. This will include information for you and your child about:

- **schools** and **colleges**
- transport
- support to get a job, like **training**
- support with taking part in sport and other activities
- local groups, like **parent carer forums**
- how your child will be **assessed** to see what support they need.



Your **local council** must ask you and your child what you think about your **local offer**. It must say what it will do about what you tell it.

What do you need to know about your local offer?



Every **local council** will have its own **local offer**. This will be different in every area.



You can have your say about what is in your **local offer**. You can tell your **local council**:

- what information you think should be in your **local offer**
- how easy it is to find the information that is in your **local offer**
- how it can make your local offer better.

Question you might want to ask



You might want to find out more information about your **local offer**. Here are some questions you might want to ask your **local council**:

- Who can I talk to about my **local offer**?
- Where can I find my **local offer**?
- How can I have my say about what is in my **local offer**?
- What services in my local area can support my child or me?
- Is my **local offer** available in easy read or other formats?
- How can I get support to help me to understand my **local offer**?

Support for children and young people in schools and colleges

Important words in this chapter



- **School**
- **College**
- **Special educational needs support**
- **Special educational needs coordinator**
- **Additional learning needs coordinator**

How can schools and colleges support for children and young people?



Schools and **colleges** must do their best to find out if your child has **special educational needs** and give them the support they need to help them learn.



If your child has **special educational needs**, a **school** or **college** will look at how they can support them. They will look at:

- what support your child needs
- what they can do to give your child the support they need.



The **school** or **college** will keep looking at the support they give your child and if it is enough to help them to learn.

Your child might need different sorts of support at different times.



For most **children** and **young people** with **special educational needs**, the support that a school or college can give is usually enough to support them to learn.



This kind of support is called **special educational needs support**.

What do you need to know about the support a school or college can give your child?



You can have your say about what support your child gets at **school** or **college**.

You might be asked to go to a meeting with your child's teacher to talk about this.



If your child is at **school**, the people in charge of making sure they are getting the support they need are:

- their teachers
- a **special educational needs coordinator**.



If your child is at college, the people in charge of making sure they are getting the support they need are:

- their teachers
- an **additional learning needs coordinator**.

Questions you might want to ask



You might want to find out more information about the support your child can get in **school** or **college**. Here are some questions you might want to ask your child's **school** or **college**:

- Who can I talk to about the support my child gets at **school** or **college**?
- What support does the **school** or **college** offer for students who have **special educational needs** and **disabilities**?
- What sorts of things does my child need help with?
- What support can my child get to help them?
- What **decisions** can I be involved in?

Education, health and care plans and assessments

Important words in this chapter

	<ul style="list-style-type: none">• Education, health and care plan• Education support• Health support• Social care support• Education, health and care needs assessment• Personal budget
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What is an education, health and care plan?

	<p>An education, health and care plan is a document that says what support a child or young person who has special educational needs should have.</p>
	<p>It looks at the education support, the health support and the social care support a child or young person needs.</p>



Not all **children** or **young people** will need an **education, health and care plan**.

Education, health and care plans are only for **children** and **young people** who need a lot more support than their **school** or **college** can usually give them.



If your child has an **education, health and care plan**, it will say:

- what things they need support with in their life
- what **education support** they will get to help them to learn
- what **health support** they will get in their life
- what **social care support** they might need in their life
- what things they want to do in the future.





This kind of document used to be called:

- a **statement** for **children** and **young people** at **school**
- a **learning difficulty assessment** for **young people** at **college**.

Your child might already have a **statement** or a **learning difficulty assessment**. If they do, they might get an **education, health and care plan** in the future.



Before your child can get an **education, health and care plan**, they must have an **education, health and care needs assessment** to see what things they need support with.

What happens during an education, health and care needs assessment?



To have an **education, health and care assessment**, your child must:

- be under the age of 25
- have **special educational needs**
- be in **school, college** or **training**
- need more support than their **school** or **college** can usually provide.



You can ask the **local council** for an **education, health and care needs assessment** for your child.

If your child is aged 16 or over, they can ask for it themselves.



The **local council** will let you know if your child can have an **education, health and care needs assessment** within 6 weeks.



Lots of different people will say what they think your child might need support with.

These people might include:

- you
- your child
- someone from the **local council**
- a teacher
- a doctor
- someone like a **speech and language therapist** or an **educational psychologist**.





When they have done this, the people doing the **assessment** will decide if your child needs any more support than a **school** or **college** can usually give.



If your child does need more support than a **school** or **college** can usually give, the **local council** will give them an **education, health and care plan**.

The **local council** will let you know if your child can have an **education, health and care plan** within 16 weeks.

What do you need to know about education, health and care plans?



During the **education health and care needs assessment**, you can have the chance to say what you think about the support your child needs.



If you need any support when your child is having an **education, health and care needs assessment**, you can ask for an **independent supporter** to help you.



You can have your say about what is put in your child's **education, health and care plan**.

You might be asked things about your child, like:

- What you think they might want to achieve when they are older
- Whether you think their **education, health and care plan** will give them the support they need.



You can also help make **decisions** about things like:

- the **school** or **college** your child might want to go to
- whether you want to use a **personal budget** for some of the support in your child's **education, health and care plan**.



If your child is aged 16 or over, they will be the main person making these **decisions** unless they **lack capacity** to do so.

They can still ask you what you think about their support:

- during their **education, health and care needs assessment**
- in their **education, health and care plan**.



If your child is under 16 years old, you will be the main person making **decisions** about your child's support.

They should still be asked to have their say about their support.



It will take up to 20 weeks for your child to get an **education, health and care plan** if they need one.



The **local council** must **review** your child's **education, health and care plan** every year.

Questions you might want to ask



You might want to find out more information about **education, health and care plans** and **education, health and care needs assessments**. Here are some questions you might want to ask the **local council** or your local **information, advice and support service**:

- Who can I talk to about **education, health and care needs assessments** and **education health and care plans**?
- How can I get an **education, health and care needs assessment** for my child?
- Who will be involved in my child's **education, health and care needs assessment**?
- What does an **education, health and care plan** look like and what information is in it?
- What can I do if I do not agree with what is in my child's **education, health and care plan**?
- What happens after my child has got an **education, health and care plan**?

Preparing for the future

Important words in this chapter



- **Preparing for the future**
- **Training**
- **Apprenticeships, traineeships and supported internships**

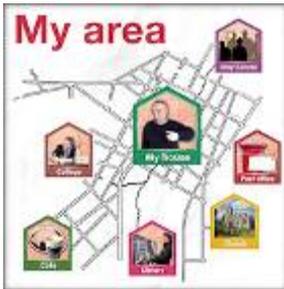
What is preparing for the future?



Preparing for the future is when children and young people think about what they might want to do when they are older.



Your child's **school** or **college** should support them to decide what they want to do in the future.



Your child has a choice about what they want to do in the future. They can do a lot of different things, including:

- Staying in education, like **college** or university
- **training** to help them learn new skills
- getting a job
- finding a place to live
- getting involved in things that are happening in the area they live in.

What do you need to know about supporting your child to prepare for the future?



While your child is at **school** or **college**, they will be asked to think about what they want to do in the future.

Your child might also ask you to help them **decide** what they want to do in the future.

You might want to talk to them about:



- if they want to stay in **school** or **college**, or leave to do something else
- what job they might want to do or what experience of doing a job they might want to get
- where they might want to live
- whether they want to do some **training** to learn skills. This might include:
 - **apprenticeships, traineeships** and **supported internships** to help them learn skills to get a job
 - help to support them look after their money
 - help to travel around
 - help to make friends and have relationships
 - help to get on with their life.



Your child should be helped to achieve what they want to do in the future.

Questions you might want to ask



You might want to find out more information about supporting your child to prepare for the future.

You can talk to people at the **local council** or your child's **school** or **college**. Here are some questions you might want to ask:

- Who should I talk to about supporting my child to **prepare for the future**?
- What things can my child plan for in the future?
- How can I help support my child to do what they want in the future?
- What kind of **training** can my child do to help them get a job or to learn skills to help them in the future?
- Who can help support my child to do what they want in the future?

Disagreeing with decisions made about your child's support

Important words in this chapter



- **Appeal**
- **Special Educational Needs and Disabilities Tribunal**
- **Mediation**
- **Mediator**
- **Disagreement resolution services**
- **Information, advice and support service**

What can you do if you disagree with decisions about your child's support?



Parents and **young people** can disagree with decisions that are made about:

- what happens during an **education, health and care needs assessment**
- **education support** that is put in an **education, health and care plan**
- support provided in schools and colleges, including support for those who do not have **education, health and care needs assessments** or **education, health and care plans**.



If you do not agree with a decision that is made about your child's **education, health and care needs assessment** or their **education, health and care plan**, you can say so.

You might be able to ask for the decision to be changed. This is called an **appeal**.



A special court will decide whether a decision should be changed.

This is called the **Special Educational Needs and Disabilities Tribunal**.



Before you ask the **Special Educational Needs and Disabilities Tribunal** to change a decision, you can talk to the **local council** to see whether you can work out something that everyone is happy with. This is called **mediation**.

Someone will help you and your child to try and work out something that everyone is happy with. This person is called a **mediator**.



If you do not want to try **mediation**, you do not have to.



If your child does not have an **education, health and care plan**, their **school** or **college** will help support them to learn.

If you do not agree with the support your child gets from their **school** or **college**, you can try and change things by using your local **disagreement resolution service**.

The **disagreement resolution service** may set up a meeting between you and your child's **school** or **college** to help you to work out something that everyone is happy with. Your child's **school** or **college** has to agree to take part.

What do you need to know about disagreeing with decisions about your child's support?



You can decide to appeal a decision that has been made about your child's **education, health and care needs assessment** or their **education, health and care plan**.



If your child is aged 16 or over, they will be the main person making this **decision** instead of you.

They can still ask you for help if they want to.



The things you can appeal to the **Special Educational Needs and Disabilities Tribunal** about include:

- your **local council's** decision not to give your child an **education, health and care needs assessment** or an **education, health and care plan**
- what it says in the **education support** part of your child's **education, health and care plan**.
- if you think your child has been unfairly treated by their **school** or **college** because they have **special educational needs** or **disabilities**.



You can talk to your local **information, advice and support service** if you want more information or support about disagreeing with decisions about your child.

Your **local offer** must tell you how you can disagree with any decisions about the support your child gets.

Questions you might want to ask



You might want to find out more information about disagreeing with decisions about your child's support.

You can talk to people at your local **information, advice and support service**. Here are some questions you might want to ask:

- Who can I talk to about making an **appeal**?
- What support can I get to help me make an **appeal**?
- What kind of things can I **appeal** about?
- What do I need to do if I want to have **mediation**?
- What do I need to do if I want to appeal to the **Special Educational Needs and Disabilities Tribunal**?
- Is there anywhere else I can go if I do not agree with a decision that is made about the **health support** and **social care support** my child gets?

More information

Important words in this chapter



- **Advocate**
- **Independent supporter**
- **Information, advice and support service**
- **Parent carer forum**

How can you find out more information?



If you want to **read** more information about the support you or your child can get, you can:

- look at your **local offer**
- look at your child's **school** or **college's** website
- look at some of the easy read guides in the 'other useful information' section of this guide.



If you want to **talk** to someone about the support you or your child can get, you can:

- talk to someone who works in your local **information, advice and support service**
- talk to someone at your **local council**
- talk to your local **parent carer forum**
- talk to someone at your child's **school** or **college**.

What support can you get to help you and your child do anything in this guide?



Information, advice and support service

Your local **information, advice and support service** can help you to find information about the support you or your child can get in your local area.

You can find out more about your local **information advice and support service** at the [information, advice and support service network website](#).



Your local council

Your **local council** can help you find out information about the support that you and your child can get in your local area.

Your **local offer** will give information about the support and services that you and your child can get. You can find it on your **local council's** website.

You can find out who your **local council** is at the [government's local council finder website](#).



Advocate

You can ask to have an **advocate** to support you to find out more information or to talk to someone.

To find out more about **advocates**, you can ask your **local information, advice and support service**.

You can ask your **local council** to help you or your child get an **advocate**.



Independent supporter

For some decisions you can talk to an **independent supporter**.

An **independent supporter** is someone who can support you or your child during an **education, health and care needs assessment**.

To find out more about **independent supporters**, you can:

- ask your local **information, advice and support service**
- visit the [council for disabled children's independent support website](#).



Parent carer forums

Parent carer forums will help you to say what support you want for your child.

To find out where your local **parent carer forum** is, visit the [national network of parent carer forums' website](#).

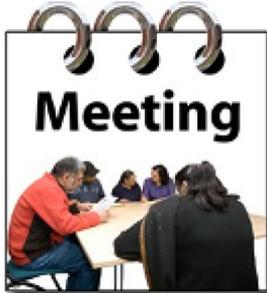


Family, friends and others

You might want to ask someone you know to help you get more information or support. You could talk to:

- someone in your family
- a friend
- a **social worker**
- someone from a school or college, like a teacher or **special educational needs coordinator**
- a charity
- someone you trust.

Notes for a meeting



You might want to have a meeting with someone to talk about anything in this guide. You can get support to help you at the meeting.

Here are some things you might find useful to write down before and after the meeting:

Before the meeting:

- Who are you meeting?
- When and where are you meeting them?
- What do you want to find out?
- What questions will you ask them?
- What support do you need at the meeting?

After the meeting:

- Who else do you need to talk to about this?
- What did they say?
- What is going to happen next?

