

The Code of Practice for children with Special Educational Needs

A child has "**special educational needs**" if he or she has a learning difficulty which calls for "special educational provision" to be made for him or her.

A child has a "**learning difficulty**" if he or she has a significantly greater difficulty in learning than the majority of children of his or her age - dyslexia is just one such difficulty.

"**Special educational provision**" means educational provision which is additional to or otherwise different from that made generally for children in schools. In other words, the extra help a child needs.

Children learn in different ways, and can have different levels or kinds of special educational need. So if your child has special educational needs, their school will increasingly, step by step, bring in specialist expertise to help with the difficulties they may have. This step-by-step approach is set out in the **Special Educational Needs Code of Practice**.

The school may refer to the Code of Practice as the **Record of Need**.

A school must tell you if they start giving extra or different help to your child because of their special educational needs. The basic level of extra help is known as **School Action**, and could be:



School Action

- A different way of teaching certain things;
- some extra help from an adult;
- involvement of the school's SENCO;
- use of specialist software on a computer;
- use of a dyslexia teaching programme.

Your child may need help through this step-by-step approach for only a short time, or for many years. Remember that you should be consulted at every step, and you should be told about your child's progress.

If your child does **not** make enough progress under School Action, their teacher or **SEN Coordinator (SENCO)** should talk to you about asking for advice from other people outside the school. This kind of extra help is called **School Action Plus** and could include:



School Action Plus

- more detailed assessment of the child's needs;
- advice for the school from one of the Dyslexia Advisors or an Educational Psychologists;
- help from a specialist teacher either one-to-one or in small groups;
- continuing use of a dyslexia teaching programme and use of computer software as appropriate.

Individual Education Plan (IEP).

If your child is on **School Action** or **School Action Plus** your child's school should write a plan setting out the type of help they will give your child in something called an Individual Education Plan (IEP). The IEP could include:



IEP

- what special help is being given;
- how often your child will receive the help;
- who will provide the help;
- what the targets for your child are;
- how and when your child's progress will be checked;
- what help you can give your child at home.

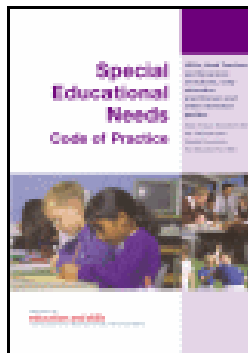
IEPs should be reviewed at least twice a year, ideally termly or more frequently for children with particular needs. Parents' views on the child's progress should be sought and they should be consulted as part of the review process. Whenever possible the child should also take part in the review process and be involved in setting targets.

Statutory Assessments and Statements

If you're child's difficulties are severe and the school still cannot give your child all the help they need, you or the school can request a '**statutory assessment**' - a detailed investigation to find out what your child's special educational needs are and what special help your child needs.

If a statutory assessment indicates that a child difficulties are severe enough a procedure of consultation will begin with a view to a **Statement of SEN** being produced. This is a legal document which sets out the specific difficulties your child has and the specific help they will receive. However only a very small percentage of children are given a statement and it can often be a lengthy and complicated process.

A useful guide for parents on the new Code and a copy of the full Code of Practice are available free from the DfES ☎ 0845 6 02 22 60, e-mail: dfes@prolog.uk.com. Website: www.dfes.gov.uk



Parent Partnership: Local help and information for parents of children with SEN particularly assisting with meetings with schools. **Adele Nankervis (West)** ☎ 01736 752826 **Caroline Smith (East)** ☎ 01579 363671

Dyslexia Action (Information about dyslexia, teaching qualifications and courses, resources and other useful information.) ☎ 01784 22 23 00
Website www.dyslexiaaction.org.uk

The British Dyslexia Association National Helpline ☎ 0118 9 66 82 71 www.bdadyslexia.org.uk (Many useful information sheets to print out or the website has the facility to read out text.)

IPSEA: Independent Panel of Special Education Advisers - lists Educational Psychologists and other professionals who can give advice on SEN related matters. ☎ 0800 0 18 40 16.

ACE: Advisory Centre for Education National Helpline
☎ 0808 8 00 57 93. 10am - 5.00 pm. Website www.ace-ed.org.uk
If the call is because of an exclusion ☎ 0207 7 04 98 22 for a free booklet or the **Exclusion Advice line** ☎ 0808 8 00 03 27.