

# SPECIAL EDUCATIONAL NEEDS

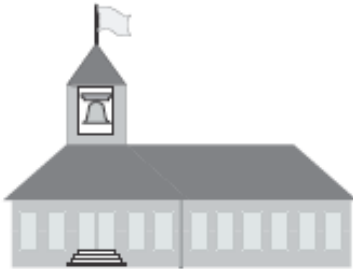


Parents/Carers

## GUIDE FOR PARENTS/CARERS

and

School



Working  
Together



## What should I do if I am concerned about my child's progress?

The first point of contact should be your child's class teacher/form tutor. Make an appointment to see them so that you will be able to discuss your concerns fully and in private.



Issues you may discuss:

- Difficulties in the classroom e.g. work, behaviour, relationships, physical or medical conditions
- Performance at the appropriate level for their age
- Extra help available
- Any records about your child e.g. monitoring arrangements
- The Individual Education Plan (IEP) to discuss the progress of the targets set and the strategies put in place to help
- Ways that you can help

You may like to take someone with you as a support e.g. another member of the family or a friend, or a Parent Partnership Officer. It is sometimes helpful to make some notes before you go to the meeting to jog your memory!



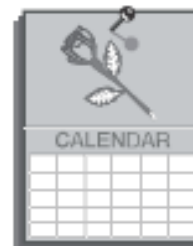
The school will also have a Special Educational Needs Co-ordinator (SENCO) and Special Educational Needs Governor who may be contacted for additional advice.

## The IEP

An IEP stands for Individual Educational Plan. This is a working document informing everyone concerned with your child about the areas of concern and of ways to help.

The IEP contains information about:

- The strengths of your child saying what they are good at
- The areas of concern explaining the difficulties they are experiencing
- Any additional information eg medical needs, which may have an effect on your child in school
- The targets which have been set and how it will be known if progress has been made
- Who will be involved with your child and when
- Any materials, equipment, activities, rewards etc which will be used
- When progress will be checked
- The views of your child and about the support you may agree to give to help them achieve their targets
- The date of the next review meeting to discuss progress, to which you will be invited. This is usually within a term
- The outcome of the IEP and the next steps to be taken.








## A School-based Graduated Response to SEN

Action	Who is involved?	What is involved?	Next steps
Activities appropriate to the children in the group/class	The class teacher responsible for the pupils.	The teacher plans for the activities to be given at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/ carers, a pupil is not making adequate progress, an individual education plan is considered.
School Action	The teacher responsible for the child informs the SENCO of the concern and with advice obtained, writes an IEP in discussion with the parents/carers and the pupil.	The IEP is implemented in the class. Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/carers. IEP is reviewed regularly.	Most pupils should make progress with the additional help but if the targets and strategies implemented in the IEP mean that adequate progress is not made, advice is requested from outside agencies.
School Action Plus	The SENCO requests advice from specialists outside of school. A new IEP is devised from the additional guidance given and the teacher involved delivers the plan of action.	The IEP is implemented in the class using the strategies and additional/ different resources suggested. Support from home is considered. IEP is reviewed regularly.	The majority of pupils will make progress with the further advice and help but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for statutory assessment.

## How parents/carers can help:

You will already be doing lots of things that will help - spending time with them as individuals and showing an interest and listening to them is of great value.

- Help with homework e.g. ask if anything from school has to be done, suggest an appropriate time and quiet place to do it and support where possible  
- Link with the school about what is reasonable for your child to do and try to give feedback about progress or concerns you may have 
- Try to attend any workshops about school approaches to teaching so that you can use the same methods at home if appropriate
- Give reminders about materials, books and equipment that will be needed in school on particular days
- Work out a timetable together which shows the other activities your child is involved with too
- Regular reading together is very helpful. Stories, magazines, information books etc can all be interesting and fun to be involved in together. 
- Reading instructions for homework activities, and also for games you may play are also important to read together
- Always give your child lots of encouragement for attempts and efforts that they have made. Sometimes small rewards might be appropriate for special achievements. This will be a further encouragement and help them to feel good about themselves. 

## Contacts

School Tel:

The class teacher/form tutor:

The Headteacher:

The Special Educational Needs Co-ordinator:

The Special Educational Needs Governor:

The Parent Partnership Service:

Telford & Wrekin  
The Poplars,  
Lightmoor,  
Telford,  
Shropshire.  
TF4 3QN

Tel: 01952 457176

Email: [info@parentpartnership-shropshireandtelford.org.uk](mailto:info@parentpartnership-shropshireandtelford.org.uk)

The E d u c a t i o n  
**Advisory**  
Service  
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