

Special educational needs and disability

A guide for parents and carers

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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 SEN system will support children young people with SEN or disabilities and their parents

The new system starts from 1 September 2014. Bracknell Forest Council, like other local authorities will need some time to move children and young people who were on the old system on to the new one. As part of this process, we have a Transfer Plan in place that outlines how we intend to move all students currently on an SEN Statement to the new Education, Health and Care Plan (EHCP). You can find this plan on our Local Offer

<http://bracknellforest.fsd.org.uk/kb5/bracknell/directory/localoffer.page?familychannel=6>

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 SEN team and other services (such as Health and Social Care) 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 also 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. Towards the back of the guide you can find a list of organisations and helplines who can offer you more help and are completely independent from Bracknell Forest Council.

How has this guide been produced?

Although this is not a legal document, it is based on the following legal documents:

- The Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- 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 which is statutory guidance.

The authors of this guidance also looked at other guidance that had been produced for parents of children and young people with SEN and disabilities.

This guide was originally published by the Department for Education. Bracknell Forest Council have modified it to reflect the local position, policies and procedures that we have written.

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

This document has been adapted from the SEND Guide for Parent and Carers August 2014 as published by the Department for Education and under the open government licence

To view this licence, visit:

<http://www.nationalarchives.gov.uk/doc/open-government-licence/version/2>

Definitions of Special Educational Needs and Disability (SEND)

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. We have included the definitions from the SEN Code of Practice 2014 below for reference:.

Special Educational Needs (SEN)

- xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
 - For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant Early Years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).
- xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Disabled Children and Young People

- xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.
- xix. The Equality Act 2010 sets out the legal obligations that schools, Early Years providers, post-16 institutions, local authorities and others have towards disabled children and young people:
- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
 - They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and Local Authority education functions are not covered by this last duty, but they **must** publish accessibility plans. School's accessibility plans in Bracknell Forest Council are the School's Local Offers they have published on the Local Offer website. To see these click on the link below:

<http://bracknellforest.fsd.org.uk/kb5/bracknell/directory/localoffer.page?familychannel=6>

Local Authorities will have accessibility strategies for children and young people living in their area. We are currently updating our to fall in line with the new legislation and we will post it onto the Local Offer website for the public to access this document easily. We will set out how we plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

- xxi. School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans as set out in the Equality Act 2010 and the Children & Families Act 2014.
- xxii. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.
- xxiii. **N.B.** Here, and throughout this guide the term 'parent' includes all those with parental responsibility, including parents and those who care for the child

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 child-minders), 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 2014, sets out four areas of SEN:

1. **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
2. **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
3. **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
4. **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.

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 (school, etc.) 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:

- Bracknell Forest Council's Information, Advice and Support Service (IASS)
- Your GP, consultant, or other local Child Health Services
- Local or national charities and other organisations that offer information, advice and support. You can find out more about what is available to you from the Local Offer <http://www.bracknell-forest.gov.uk/senlocaloffer> or from the Family Information Service on Bracknell Forest Council public website. (see section in this guide, The Local Offer).

Notes

The Principles of the System

The principles of the system are set out in Chapter 1 of the 0-25 SEND Code of Practice 2014. Link to the document is below:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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 child-minder), in school or in college.

- When making decisions about SEN or disabilities, Bracknell will:
 - have regard to the views, wishes and feelings of children, their parents and young people
 - make sure that the child or young person, their parents and anyone else who has a duty of care towards them participate as fully as possible in decisions that affect them
 - provide support to children, their parents and young people so that they do well educationally and can prepare properly for adulthood

In Bracknell, we want to ensure that parents have a real say in decisions that affect their children. You should have access to impartial information, advice and support and know how to challenge decisions you may disagree with.

As a result of the Children & Families Act 2014, we will 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 our Local Offer (see section in this guide, The Local Offer)

We also need to ensure that we work with other services that provide help for your child (such as the local Clinical Commissioning Group (CCG), Health and other voluntary and statutory organisations) in order to improve the service received by your child and by you.



Information, Advice and Support

Bracknell Forest Council, like all other local authorities, by law, has to provide children and young people with SEND, and their parents, with information and advice. We have the Family Information Service (FIS) in Bracknell to supply information to people within the borough.

FIS provides information, advice and support for you, and your children, about SEN, disability, health and Social Care amongst other things. The FIS provides factual, impartial and confidential information, advice and support. They offer this service by telephone and online.

We also now have the Local Offer. This service augments what the FIS can offer and is designed to hold all resources available for children with SEND. The following section in this booklet goes into detail about what the Local Offer is and what it can deliver.


We also have an independent advocacy service in Bracknell. They were known as the Parent Partnership and will be renamed as the Bracknell Forest Independent Information, Advice and Support Service.

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.

If a request is made for your child to be assessed as needing an Education, Health and Care Plan (EHCP), or your child is being transferred from a Statement of SEN Needs onto an EHCP, you will be offered the services of an Assessment Co-ordinator whose job it is to assist you through this process.

You may also be able to get help from a third party Independent Supporter. In Bracknell Forest, Adviza is the designated provider for providing independent support in this region. Unlike in their careers advisory role, they will, in this capacity, be able to support children of all ages. A link to their website is below:

<http://www.adviza.org.uk/>



Notes

The Local Offer

The term “Local Offer” is from the Children and Families Act 2014 and is a specific part of the new legislation outlining what local authorities have to provide within their boundaries as far as information, advice, guidance and resources to people living in the authority.

The law states that Bracknell Forest, as a Local Authority, must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and Social Care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care Plans (EHCP’s).

In setting out what they ‘expect to be available’, local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

Although the law did not specify a web based resource, the only format that was flexible enough to cope with the constant updating the Local Offer will need is a website. We consulted with parents initially about the website and how it should look and feel. We would very much like to continue working with children, young people, parents and others who use the site in improving it and making it a better tool. If you would like to become involved in this, please let us know by contacting the Family Information Service (FIS).

Bracknell Forest Council is in the continuous process of identifying Education, Health and Social Care services in our local area that are provided for children, young people and families who have SEN or disabilities and include them in the Local Offer.

Having this resource will also help us 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. To this end, we have worked with most of the Berkshire Authorities in developing the look and feel of the site as well as sharing information across boundaries.

We have strived to ensure that local services reflect what local people need. We have asked children, parents and young people what they think the Local Offer should include, and how they think people should be able to access it. We worked with Kids, Contact a Family, parents and young people to develop this.

We have ensured that local schools, colleges, health services and other service providers have contributed to and continue to update our Local Offer. Updating the Local Offer is a continuous process. If you spot anything that is out of date, or should not be on the Local Offer, please let us know and we will update the site. Lastly, we need feedback from children, young people and parents to ensure that the information on the Local Offer is useful and relevant.



Further Information

If you want to be involved in developing and reviewing your Local Offer, you should contact the FIS and let us know. You could also contact the Parent Carer Forum.

You can find out more about the Local Offer from Chapter 4 of the 0-25 SEND Code of Practice 2014.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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 EHCPs 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 SEND as described earlier, they will be able to access help - called SEN Support - from their Early Years settings, such as nurseries or child-minders (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.

N.B. SEN support replaces School Action & School Action Plus (in schools) and Early Years Action and Early Years Action Plus (in Early Years settings).

Children and young people with more complex needs might instead need an Education, Health and Care plan, or EHCP, (see section in this chapter on Education, Health and Care needs assessments and plans). EHCP's 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.

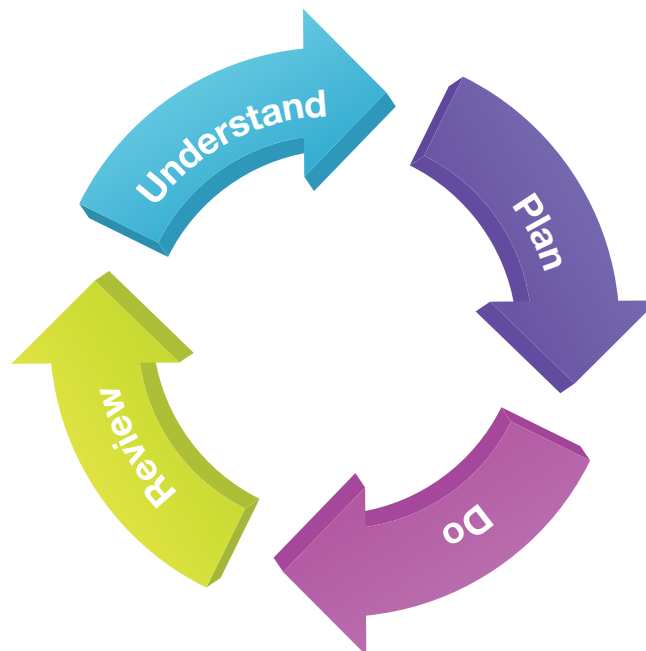
This "Graduated Approach" can vary in how it works depending on the age of your child. (i.e. it may work differently in a nursery than it will in a school.)

If there is an assessment made that your child needs SEN Support, you may be contacted by your child's school. This contact will be made by your child's teacher or the schools Special Educational Needs Co-ordinator (SENCO).

Conversely, 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 sought 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:

- Understand / Assess
- Plan
- Do
- Review



Understand / Assess: Your child's difficulties must be understood and 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 because we know that your child grows and changes as a person and we need to ensure that the support we provide continues to meet your child's needs. That might mean getting advice and further assessment(s) from someone like an educational psychologist, a specialist teacher or a health professional.

Plan: Your child's 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 effective and improving your child's performance.

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 will be encouraged to use the Local Offer to see what help is available that could assist your child to meet his or her outcomes ascribed in the plan.

Further Information

You can find out more about SEN Support by contacting your child's school, college or other education provider. Other sources of information are Bracknell's Local Offer advice and guidance pages, or the Family Information Service (FIS) or Parent Partnership.

<http://bracknell-forest.gov.uk/senlocaloffer>

You can also find out more from Chapters 5, 6 and 7 of the 0-25 SEND Code of Practice 2014.



Notes

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 Bracknell Forest Council's SEN Team for an Education, Health and Care (EHC) needs assessment for your child.

This assessment could lead to your child getting an EHCP. Some children and young people will have needs that clearly require an EHC needs assessment and plan and once we are aware of an issue, we will work with you and your child's school placement to begin the process as soon as we have all the requisite information to begin. For full information on the process, please see the Single Assessment workflow and explanations available on the Local Offer.

An EHCP is different from an SEN Statement of Need because it brings your child's educational needs together with any health and Social Care needs that are required to support education into a single, legally enforceable 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 child's school's SENCO, the SEN team, or look up the resources available on our offer for more information about this.

Requesting an EHC Needs Assessment

You can request an EHC needs assessment through your child's school placement, other professionals involved with your child (e.g. Social Worker) or contact the SEN team directly if you think your child needs one. If you are 16 years old or older, you can do this for yourself.

Other professionals such as your child's teacher, the school's SENCO, Health or Social Care Officers, early year's placement workers or anyone else who can assess your child's progress can also submit a request for an assessment to be carried out.

We will also need the following documentation:

- A copy of the latest consultation with an Educational Psychologist
- Evidence of involvement with Autistic Spectrum & Social Communication (ASSC)
- Evidence of involvement with the Behavioural Support Team (BST)
- Advice or intervention from Children & Young Person's Integrated Therapies (CYPIT)
- Most recent school report
- Any other contact / report for your child (e.g. Teaching and Support Service (TASS) or Language and Literacy (LAL))

The application form can be found on our Local Offer and filled in and returned electronically to

sen.education@bracknell-forest.gov.uk

We will support you to return the completed form and any requisite evidence to us, but we will not be able to begin the assessment until this is in and the panel has enough information to move forward with a decision.

Deciding whether to conduct an EHC Needs Assessment

Once we receive a request for an assessment that contains all the information that tells us that your child has SEN, we will make a decision whether or not to carry out the assessment within two weeks from the case being heard in our weekly panel meeting. Although legally, we have up to six weeks to do so, we wish to ensure that all necessary assessments are carried out quickly.

The person or institution submitting the request will be asked 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 to support the request for an assessment. Regardless of who submits the request, you will be encouraged to write about your child's needs and how long they have had them. All information that can be presented will help us get an accurate picture of your child and their circumstances.

If, after your child's request has been presented to panel and we decide not to carry out an assessment, we will let you know our decision, again, within six weeks from when we received the request for an assessment. This will usually be on the week the panel meeting is held and certainly within the six week time frame allowed by the Children & Families Act.

Even if we do not decide to take forward an assessment for an ECHP, we will help you find other ways that your child can be supported in their school or other setting. A decision not to assess further is not the final action in this process.

Also, if you feel that your child should have had an EHC assessment conducted, you can ask to sit down with us and discuss the case for going forward. This is known as disagreement resolution and is an integral part of the new law.

Conducting an EHC Needs Assessment

If we decide to carry out an EHC needs assessment, we will make sure that you and your child are fully involved. We will assign an Assessment Co-ordinator to ensure the process runs through one point of contact which we hope will save you from getting different information from different people performing different tasks for the assessment. We will also provide you with impartial information, advice and support to help you understand the process and make sure you are properly involved in all decisions which will affect your child. This may include help from an Independent Supporter.

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 EHCP is needed

After we have made our assessments and having involved you and your child fully in the process, we will then decide whether or not an EHCP is necessary. If we feel the plan is not needed, we will put this in writing and give you our reasons for reaching the decision we did. We will let you know this within 16 weeks of receiving the initial request. We will also give you the information on how you can appeal against our decision and the time scales that you have in which to do so.

Preparing an EHCP

If we do think an EHCP is necessary for your child to achieve their potential, the Assessment Co-ordinator will 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 and provisionally agreed at an SEN panel, a draft will be sent to you to review and comment on. This draft plan *will not* contain the name of a school or other setting your child will attend as this will not have been discussed with you yet.

You will have 15 calendar days to comment on the draft and you can ask for a meeting to discuss it if you want one to discuss any concerns or have questions answered or clarified.

At that point you will also be able to express a parental preference for a specific school, or other setting that you may want your child to attend. This could be a mainstream school or special school. Bracknell will have 20 weeks from the time the assessment request was received for the EHC needs assessment to be finalised and with a named school and type of school included.

Once an EHCP has been finalised, we will 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. The next section of this guide outlines the legally agreed sections on the EHCP and what should go into them.

The EHCP

The format of an EHCP can be agreed locally. We asked parents what they wanted Bracknell Forest Council's EHCP to look like and we were told that they wanted to "Keep the look and feel" of the SEN Statement of Special Educational Needs document.

However, as a statutory minimum, EHCP's must include the following sections, which must be separately labelled from each other using the letters below. The sections do not have to be in the order below and local authorities may use an action plan in tabular format to include different sections and demonstrate how provision will be integrated, as long as the sections are separately labelled.

Section A: The views, interests and aspirations of the child and his or her parents or the young person.

Section B: The child or young person's special educational needs.

Section C: The child or young person's health needs which are related to their SEN.

Section D: The child or young person's social care needs which are related to their SEN or to a disability.

Section E: The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHCP should also identify the arrangements for the setting of shorter term targets by the Early Years provider, school, college or other education or training provider.

Section F: The special educational provision required by the child or the young person.

Section G: Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.

Section H1: Any Social Care provision which **must** be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.

Section H2: Any other Social Care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult Social Care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.

Section I: The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHCP, the type of school or other institution to be attended by the child or young person).

Section J: Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and Social Care. The special educational needs and outcomes that are to be met by any direct payment **must** be specified.

Section K: The advice and information gathered during the EHC needs assessment **must** be attached (in appendices). There should be a list of this advice and information.

We have a legal duty to review your child's EHCP at regular intervals. This means at least every 12 months, although we will suggest reviewing sooner if the situation warrants this (e.g. rapidly changing circumstances). 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 any of our decisions on:

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

You have the right to Appeal against any part of our decision making process. We will inform you how to challenge our decisions and how much time you have in which to do so.

The Children and Families Act 2014 recognises that in the past, some relationships between some local authorities and some families had become adversarial. Because of this, the Children & Families Act has devoted a section to dispute resolution and mediation, which will be explained later on in this guide in the section called appealing against or disagreeing with decisions and covered in detail in the Code of Practice.

Further Information

You can find out more about EHC needs assessments and plans by contacting Bracknell's Information, Advice and Support Service.

You can also find out more from Chapter 9 of the 0-25 SEND Code of Practice 2014.

Notes

Personal Budgets

You are entitled to request a Personal Budget if your child has an EHCP or has been assessed as needing a plan. If you are in this situation, we will offer you the option of a Personal Budget and inform you how it works, what it can and cannot be used to purchase, accountability for the money and guidance on how to begin using this.

A Personal Budget is an amount of money that we will have identified as sufficient to meet specific needs outlined in your child's EHCP.

If you want to be involved in choosing and arranging all, or a part of the provision to meet your child's needs, you will need to agree this with us. We will be more than glad to have you working with us for the benefit of your child, however, the money in a Personal Budget can only be used for agreed provision written and agreed within the EHCP.

There are four ways you can draw down and use a Personal Budget:

- **Local Authority control** – this is an arrangement where Bracknell forest holds the money and commissions the services included in the EHCP as directed by you. This option is most similar to how most plans currently operate.
N.B. These are sometimes called notional arrangements)
- **Third-party arrangements** – If you prefer to have someone other than Bracknell Forest Council hold the money allotted to your child's plan, but do not want to directly manage or commission the support yourself, you can choose someone else to manage the money on your behalf. These arrangements will normally be with voluntary or not for profit organisations, but it could be a family member or other person. However, it must be agreed with us prior to the arrangement being made.
- **Direct payments** – If you want to receive money to commission and manage services yourself, we will arrange for you to do so as stated above, we will arrange for you to manage your child's care plan, but the money must be used as agreed and to meet your child's support needs. This form of direct payments will follow the same regulations we currently use within Children's Social Care to distribute Direct payments.
- **A combination of the three ways above** – if you would like to have control over some aspects of your child's plan but allow other parts of the plan to be commissioned and managed for you, we will work with you to achieve this as well.

For example, you may ask us to commission and manage the support workers that assist your child, but you would like to manage the funds set aside for travel costs

Saying this, a school must give prior agreement to having any element of support or other equipment, etc. used on its premises that is purchased through a Personal Budget. You and Bracknell Forest Council will need to look at this prior to any provision that will be used in a school is commissioned.

We have an extensive amount of information about Personal Budgets on our 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, plans, and Personal Budgets, by looking at our Local Offer

You can also find out more from Chapter 9 of the 0-25 SEND Code of Practice.

Notes

Support for the Under 5s

All Early Years' settings - such as nurseries, playgroups and child-minders 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.

It should go without saying, 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. All Early Years' settings that are registered with Ofsted will follow this requirement.

Children who have SEN will be able to receive SEN Support once they are assessed and appropriate support identified. 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 EHCP, as outlined previously in this booklet.

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 child's (or your) GP, a 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 will also let us know by filling in a Common Assessment Form, or CAF.


Once a child is identified and assessed, together we can put in place any support your child may need.



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. However, you need to keep in mind that 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 our Local Offer. We will have some information available and more is added all the time in order to be as up to date as possible. Also see Chapter 5 of the 0-25 SEND Code of Practice 2014.



Notes

Support for Children of School Age

Most children of school age who have SEN or disabilities will attend a mainstream school. 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 child's school - start with the class teacher. Every school has to have a teacher who co-ordinates the SEN provision in the school called a Special Educational Needs Co-ordinator, or SENCO for short. You might also need to talk to them and the school's Head teacher.

If your child's school thinks your child has SEN, they will talk to you to see what you think and begin to gather evidence to support or dispel this. Evidence they will look for will be things such as reports about your child's progress. If the school decides they need to provide your child with support for an identified SEN, they must tell you.

If your child has SEN, your child's school needs 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 that is appropriate to his or her needs.

The support provided is to help your child achieve the outcomes or learning objectives that have been agreed and set for them.

SEN support can take many forms. This could include:

- a special, bespoke, 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

As part of the assessment and reporting process, 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, or once a term), set clear outcomes and produce a report of these as well as the action taken and support agreed, and you can ask for these meetings to be outside of, or additional to, the regular parents' evening. It is vitally important that the views of your child are included in these discussions.

If your child's current 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. You should discuss this with your child's school (your child's class teacher or the school's SENCO).

All schools in Bracknell Forest have published an SEN Information Report on our Local Offer and on their website, and will keep this 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 EHCP 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 EHCP, you can make a request for a non-maintained special school or for an independent school or independent specialist college that has been approved for this purpose by the Secretary of State and published in a list available to all parents and young people. This list is called Section 41: Secretary of State Approved List and a link to this list is provided below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/361450/factsheet_Section_41_approved_list_6.pdf

Bracknell Forest Council will comply with your preference and name the school or college in the EHCP 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. These are the reasons we can give to refuse your choice and if we do so, we will put in writing our reasons why and give you all the information you need to appeal against our decision and the time scales you have in which to do so. We will not refuse your request lightly and we will do everything we can to reach an amicable agreement if we come to this situation.


You can also request a place at an independent school or independent specialist college that is not on the published list and we will have to consider your request. However, unlike the schools on the approved list, we do not have to name the school on the plan and before we do so, we will have to 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 EHCP, we will be obliged to provide the funding to meet the provision set out in the plan.

Further Information

Again, as for all other aspects of the SEND provision, you can find more information on Bracknell Forest Council's Local Offer website.

You can also read the SEN Code of Practice 2014. The relevant information for this section is Chapter 6 of the 0-25 SEND Code of Practice 2014.



Notes

Young People aged 16 and over in Further Education

Many young people with special educational needs or disabilities (SEND) will move onto Further Education once they are over compulsory school age. These institutions can be as diverse as FE and Sixth Form colleges and 16-19 academies, agricultural colleges and other specialist institutions. 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 SEND 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 SEND, 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. 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*.

**If your child is over the age of 16, they are seen in law as an adult and they can decide who sees information relating to them. If they tell us that they do not want to share information with you, we will have to abide by this unless there is a reason under the Mental Health Act that they cannot make decisions for themselves.*

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. Once your child is over 16, their college, health providers and the council will communicate directly with them and let you know as long as they're in agreement. 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 EHCP. If you think your son or daughter needs an assessment, you should both discuss this with their college. A request can be made for an EHCP 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 SEND, please look at our Local Offer. You can also read chapter 7 of the 0-25 SEND Code of Practice 2014.



Notes

Preparing for Adulthood

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 shouldn't mean that you, as parents, are excluded from the process.

Bracknell Forest Council and your child's college will still involve you as much as possible as we recognise that you will be a main source of support that your child relies on. However, we will have to respect your child's wishes if they are over 16 and ask us not to share information - 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. Part of the Children and Families Act is focused on preparing for adulthood and the steps necessary for a successful transition to adulthood. 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, we have 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 that the services we 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 SEND, if we think that it will benefit that young person

Further Information

Again, as for all other aspects of the SEND provision, you can find more information on Bracknell Forest Council's Local Offer website.

You can also read the SEN Code of Practice 2014. The relevant information for this section is Chapter 8 of the 0-25 SEND Code of Practice 2014.



Notes

Children and Young People in Specific Circumstances

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

- children who are looked after by Bracknell Forest Council
- children who have SEND 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

Again, as for all other aspects of the SEND provision, you can find more information on Bracknell Forest Council's Local Offer website. If any of the circumstances above apply to your child, contact us online or ring the Family information Service (FIS) to discuss your specific circumstances.

You can also find out more by looking at Chapter 10 of the 0-25 SEND Code of Practice 2014.

Notes

Appealing Against or disagreeing with Decisions

If you disagree with decisions made by professionals, the Children & Families Act 2014 give you a range of options on which you can Appeal Against decisions and a clear pathway on which to do so. It tells you what your rights are and when and how you can appeal against something you feel is not right.

You may not always agree with a decision your child's Early Years setting, school or college has made about your child's support. The new process of Disagreement Resolution will try and solve disputes at the lowest possible level and not begin the process with a formal litigious process. If you disagree with a decision made by a professional supporting your child, you should first raise this with them and try to reach agreement.

If you cannot reach agreement, they will advise you on their procedures for making complaints. If you find yourself in this situation, please contact us as soon as possible. We are not here to take sides – we simply want the best support for your child that is possible to deliver within our resources. We can refer you to our Information, Advice and Support Service for help or independent advisor as relevant.

We will begin the process and make arrangements for both disagreement resolution and Mediation services to be made available. These services are independent of Bracknell Forest Council and can provide you with as quick and informal way of resolving disagreements as is suitable.

Disagreement Resolution

Disagreement resolution services are for all parents of children and young people with SEND, and young people themselves with SEND. Using the service is voluntary and covers SEND provision as well as disagreements about Health and Social Care. Details about the arrangements for disagreement resolution are set out in our Local Offer.

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

- If you disagree with us, as your Local Authority, your child's school, Early Years setting or college about how we are carrying out your child's Education, Health and Care duties. This applies if your child has any kind of SEND - it's not just if they are going through EHC needs assessment or if they have an EHCP
- If you disagree with your child's Early Years settings, school or college about the SEN provision they are making. Again, this applies if your child has any kind of SEND - it's not just if they are going through an EHC needs assessment or if they have an EHCP
- If you disagree with us, as your Local Authority or Clinical Commissioning Group (CCG) about the Health or Social Care provision during your child's EHC needs assessment, or about their EHCP, and any review or reassessment of the EHCP

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 EHCP's. Bracknell Forest Council has commissioned an independent mediation service available if and when needed. If, after discussing your issues with us you feel you would like access to this service, we will send you all information and timescales you need in order to use this service.

Mediation only covers disagreements you might have in the following circumstances, where Bracknell Forest Council decides:

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

Where your Local Authority has drawn up an EHCP 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

You will be at the centre of the process and we will be checking with you throughout the assessment and writing of the plan whether you agree with our progress and you will have many opportunities to say if you think something is not right.

Bracknell will 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 are set out in our Local Offer.

If you decide to go to a mediation meeting, the mediation adviser will inform us of your intention to do so and who must meet you within the time scales provided.

The mediation session will be run by an independent mediator who will 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 support and / or assist 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 if you have taken issue with Bracknell Forest Council's Social Care service or your local CCG about aspects of the Social Care and Health elements within an EHCP if you tell your Local Authority that you are unhappy with these parts of the plan.

N.B. you will not be able to progress to a tribunal without attempting the mediation process.

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

Unless your appeal is only about the school that we (Bracknell) named in your child's plan or if we have not named a school in your child's plan at all, you must have contacted a mediation adviser and either have tried to resolve the issues there or have received a certificate saying you have refused to attempt mediation before you can appeal to the SEND Tribunal.

You will need this certificate in order 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 plans. You can appeal to the Tribunal if Bracknell Forest Council decides:

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

You can also appeal if you disagree with what Bracknell Forest Council say should be included in your child's EHCP such as:

- how we describe your child's SEND
- what SEN provision is included for your child
- the school (or other educational establishment) that we say your child should attend, or if they don't include a school
- if we change any of these details without consulting you and getting your agreement first

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

Bracknell Forest Council and the Ascot and Bracknell CCG have arrangements in place if you disagree with decisions taken, or want to complain about other things such as:

- Health provision
- Social services provision
- Other services we may provide for you or your child to support their SEND

Further Information

As with all other explanations in this booklet, you can find more information on Bracknell Forest Council's Local Offer website.

You can also read the SEN Code of Practice 2014. The relevant information for this section is Chapter 11 of the 0-25 SEND Code of Practice 2014. It 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.



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>AFASIC - voice for life 1st Floor 20 Bowling Green Lane London EC1R 0BD</p> <p>Phone: 020 7490 9410 Helpline: 08453 555 577 (Monday to Friday, 10.30am to 2.30pm) Website: www.afasic.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 Dyslexia Association Unit 8 Bracknell Beeches Old Bracknell Lane Bracknell RG12 7BW</p> <p>Phone: 01344 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>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>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>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.britdeassoc Website: www.bda.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>

Further information and useful contacts	
<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>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>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>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>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>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>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>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>Dyspraxia Foundation 8 West Alley Hitchin Hertfordshire SG5 1EG</p> <p>Phone: 01462 455 016 Helpline: 01462 454 986</p>

Further information and useful contacts	
<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>Dyslexia Action Dyslexia Action House 10 High Street Egham, Surrey TW20 9EA</p> <p>Phone: 0300 303 8357 Email: info@dyslexiaaction.org.uk</p> <p>Email: dyspraxia@dyspraxiafoundation.org.uk Website: www.dyslexiaaction.org.uk Website: www.dyspraxiafoundation.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>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>
<p>IPSEA (Independent Panel for Special Educational Advice) Hunters Court Debden Road Saffron Walden CB11 4AA</p> <p>Phone: 01799 582030 Advice Line: 0800 0184 016 Website: www.ipsea.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>

Further information and useful contacts	
<p>Leukaemia Care One Birch Court Blackpole East Worcester WR3 8SG</p> <p>Phone: 01905 755 977 Care line: 0808 801 0444 Email: care@leukaemicare.org.uk Website: www.leukaemicare.org.uk</p>	<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) MENCAP 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 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>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>
<p>National Association of Citizens Advice Bureaux 3rd Floor North 200 Aldersgate Street London EC1A 4HD</p> <p>Phone: 0300 023 1231 Website: www.citizensadvice.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>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>National Asthma UK 18 Mansell Street London E1 8AA</p> <p>Phone: 0207 786 4900 Helpline: 0800 121 6244 Website: www.asthma.org.uk</p>

Further information and useful contacts	
<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 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 Federation of the Blind 215 Kirkgate Wakefield West Yorkshire WF1 1JG</p> <p>Phone: 01924 291313 Website: www.nfbuk.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>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>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>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>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>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>

Further information and useful contacts	
<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>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>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>SENSE 101 Pentonville Road London N1 9LG</p> <p>Phone: 0300 330 9250 Information Helpline: 0300 330 9256 Textphone: 0300 330 9252 Email: info@sense.org.uk Website: www.sense.org.uk</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>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>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>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>The National Network of Parent Carer Forums</p> <p>Website: www.nnpcof.org.uk</p>

Further information and useful contacts

Young Minds
Suite 11, Baden Place
Crosby Row
London, SE1 1YW

Phone: 020 70895050
Helpline: 0808 802 5544
Email: ymentquiries@youngminds.org.uk
Website: www.youngminds.org.uk

Special Needs Jungle
Website: www.specialneedsjungle.com



Glossary of terms used:

Assessment Co-ordinator: an Assessment Co-ordinator is the person who will ensure that a new plan (or plan transferring from a SEN Statement) is taken through the process necessary to ensure we have collated all information and that the child's and parent's voices are heard throughout the process.

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

Education, Health and Care Plan (EHCP): the EHCP is the name given to the new plan used by Local Authorities and Health to support a child or young person (0 to 25) with Special Educational Needs and Disabilities. This has replaced the Statement of SEN needs or the S.139 (Learning Difficulties Assessment (LDA's)

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 EHCP. 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 / lead Professional: Someone who provides children, young people and parents with a single or main 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. They will take over the day to day overseeing of an EHCP from the Assessment Co-ordinator

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

<http://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.nnpcf.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). The term "Reasonable Adjustments" is a legal term defined in the Equalities Act 2010.

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.

Copies of this booklet may be obtained in large print, Braille, on audio cassette or in other languages. To obtain a copy in an alternative format please telephone 01344 352000.

Nepali

यस प्रचारको सक्षेपं वा सार निचोड चाहिं दिइने छ ठूलो अक्षरमा, ब्रेल वा क्यासेट सून्नको लागी । अरु भाषाको नक्कल पनि हासिल गर्न सकिने छ । कृपया सम्पर्क गनुहोला ०१३४४ ३५२००० ।

Tagalog

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Urdu

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Polish

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Portuguese

Podemos disponibilizar resumos ou extractos deste documento em impressão grande, em Braille ou em audiocassete. Podem também ser obtidas cópias em outros idiomas. Por favor ligue para o 01344 352000.