

## Collecting Advice

Everyone involved will be invited to give their views about the arrangements which will need to be made for your child's education. Information will be gathered regarding your child's educational needs, how they affect your child's learning and development and recommendations for provision to meet your child's needs.

The reports and forms are collated and will go to the SEN Officer to refer your child's case to the Local Authority's Statement Panel.

If your child's needs meet the Local Authority Criteria for issuing a Statement of Special Educational Needs, a Proposed Statement will then be issued. This will be sent to you together with copies of all the reports that have informed the Statutory Assessment.

The Proposed Statement will be very detailed. It will describe:

- Your child's needs;
- What help s/he should have.

If you would like help looking through the paperwork, do ask. You will also be advised to visit different schools to find out about them in order to inform your preference of the type of school you would like your child to attend.

A form will also be sent to you, for you to write down your views. You can say:

- If you are happy with the wording of the Proposed Statement, or if you disagree with any of the recommendations;
- Which school you would like your child to go to.

The Local Authority will then offer you a place for your child at a school taking your views into account. If you have any questions you can talk to the SEN Officer.

If you are in agreement with the Proposed Statement and you have agreement about school placement, then a Final Statement will be issued.

## What happens if my child does not need a Statement?

It may be decided by the Local Authority's Statement Panel that your child does not need a Statement to have his or her individual educational needs met. If it is considered your child's needs can be met by the receiving school without a Statement, then a Note in Lieu will be issued by SEN Assessment Service on behalf of the Local Authority.

The SEN Officer will write to you and inform you of this decision and also explain your Right of Appeal.

The SEN Officer, the Educational Psychologist and/or the Specialist Teacher will liaise with you and the receiving school to share what has been discovered about your child's needs and what the school should do to meet them.

All Early Years settings and schools follow a Special Educational Needs Code of Practice. There will be a teacher at school called a Special Educational Needs Co-ordinator (SENCo) who will be able to help plan together for your child's transfer to school.

*Leicestershire County Council 26.2.2007*



## Special Educational Needs in Leicestershire Planning ahead for school

### Information about **STATUTORY ASSESSMENT** for parents and carers of children in the **EARLY YEARS**



If you have any questions about the information in this leaflet, you may want to seek advice from one of the following:

#### **Educational Psychology Service**

Tel: 0116 305 5100

#### **Parent Partnership Service**

Tel: 0116 275 2097

#### **Special Educational Needs Assessment Service**

Tel: 0116 305 6600

#### **Specialist Teaching Service**

Tel: 01530 513 600

This leaflet is also available  
on the Leicestershire County Council  
website: [www.leics.gov.uk](http://www.leics.gov.uk)

The information below explains a process called “Statutory Assessment”, which may lead to a Statement of Special Educational Needs. You will have been given this leaflet because there may be a possibility of your child needing a Statement.

The Early Years Educational Psychologist working with you and your child will discuss with you and with other professionals whether a statutory assessment should be undertaken before your child starts school. The Early Years Educational Psychologist will advise on this and start the process.

## Introduction

All children and young people are different in the way they develop. Sometimes children and young people benefit from support during their early years in order to help them make progress.

For some young children it is recognised before they start school that they are likely to have special educational needs; they may be seen by an Educational Psychologist and may already be receiving some additional help.

This help may come from a:

- SEN Co-ordinator or EY Practitioner from the Early Years setting the child attends
- Portage Home Visitor (EPS)
- Specialist Teacher or Practitioner for Early Years SEN and Inclusion
- Specialist Teacher or Practitioners for Autism
- Specialist Teacher of the Hearing Impaired
- Specialist Teacher of the Visually Impaired
- Special Early Years Placement for part of the week

Some young children continue to need extra support when they start school, and some of these children may need a Statement of Special Educational Needs.

A Statement is a document which describes a person’s strengths, difficulties and how these individual needs will be met.

Your child may need help with learning, communication and interaction, emotional and social behaviour and/or physical, medical and sensory difficulties.

Some children and young people have difficulties, which are not yet fully understood and careful assessment over time and Multi Agency working is needed.

Children who receive Statements usually have the most significant and complex Special Educational Needs.

## Statutory Assessment – What is it? Who is involved?

In order to plan ahead for your child, Leicestershire Children & Young People’s Service will start a Statutory Assessment.

The assessment will be organised by Special Educational Needs Assessment Service (SENA).

At the beginning of the assessment you will receive an information pack for parents and carers. Details of each stage of the assessment will be given in the pack.

You will be given the name of a SEN Officer who will be responsible for your child’s assessment.

## The following people will be asked by SENA for their views:

- you as parent(s);

- An Early Years or Specialist Teacher;
- An Educational Psychologist;
- A Community Paediatrician;
- Any Therapists who see your child (for example, Speech and Language Therapist, Physiotherapist, Occupational Therapist);
- Social Care (Social Workers will not become involved unless your child is already known to them. If there is no involvement, they will simply say so).

## During the assessment a lot of information will be gathered together. This may include:

- Observations of your child playing in the Early Years setting, Special Early Years Placement or at home;
- Assessment of early learning, language and play skills;
- Discussions with you and with other adults who know your child best, such as Early Years Practitioners, Health Visitors, Childcare providers or any other professionals already involved.

## The assessment will aim to find out:

- what your child’s special educational needs are;
- the main areas of your child’s education and development which require support;
- the provision s/he may need to meet identified needs, including curriculum arrangements, programmes of work, facilities, equipment and adult support.

The assessment may lead to a Statement outlining the provision your child needs.