

Parents Check List for Statutory Assessment

For a request for a statutory assessment to stand the best chance of success the information you and the school send in should include the following:

- 1) Name, date of birth and gender of child
- 2) Current school or setting – if not in a school/setting, and not too young to attend a school or setting, the last school/setting attended
- 3) Your child's views
- 4) Any and all special educational needs e.g. Dyslexia, Dyspraxia, ADHD, Autism, Autistic Spectrum etc.
- 5) Reports containing any diagnosis
- 6) All reports from health specialists involved, preferably not over six months old.
These could include:
 - a) Speech and Language Therapist
 - b) Occupational Therapist
 - c) Physiotherapist
 - d) Child and Mental Health (CAMH) staff
 - e) Paediatrician
- 7) All reports from educational specialists involved, preferably not over six months over. These could include:
 - a) Specialist Teacher
 - b) Educational Psychologist
 - c) Sensory Service support worker
 - d) Portage Worker – Early Years
- 8) All reports from any other specialists involved, preferably not over six months old.
These could include:
 - a) Social Care reports
 - b) Common Assessment Framework (CAF) reports
 - c) Private reports you may have paid for
- 9) Information from your child's school should include much of the above as well as showing:
 - a) How they have used the Asses, Plan, Do and Review cycle to support your child
 - b) The support services they have used to help meet your child's needs, normally a Specialist Teachers involvement would be a minimum requirement
 - c) How they have put into practice the recommendations from any professionals involved, that these have been reviewed and revised, if appropriate – to meet you your child's needs
 - d) The support they have been putting in to support your child. This should cover two areas

- i. How good teaching, often called quality first teaching, has been used
- ii. How the schools SEND funding has been used to support your child. This should include the amount of money they are spending broken down into the cost of the various bits of support they are putting in.

Important points to remember

- 1) The decisions made are evidence based – that means that nothing is assumed, and the local authority can only make a decision based on the paperwork provided. In order for the local authority to agree to the request for an EHC needs assessment, the information provided needs to show that:
 - a. Your child meets the criteria for a statutory assessment, and
 - b. The school has used all its available resources, including outside sources of advice and information, to meet your child's needs. It needs to be clear that without additional money from the local authority on top of this, your child's needs can't be met.
- 2) Your best chance of success is if the school/setting and you are working together to make the request
- 3) You can make a parental request for a statutory assessment but if the schools information does not support your request it could be refused.

On pages three and four is some advice on what you could include in your information in support of your child's request for a statutory assessment.

Sources of help

Schools

Statutory Assessment and Resourcing Team (START) Phone: 01480 372600

Email: start@cambridgeshire.gov.uk

Address: Scott House, 5 George Street, Huntingdon, PE29 3AD

Website: www.cambridgeshire.gov.uk/ehcplan

Parents and carers

Statutory Assessment and Resourcing Team (START) – see above

Parent Partnership Service providing SEND Information and Advice (SENDIASS)

Phone: 01223 699214

Email: pps@cambridgeshire.gov.uk Address: SH1212, Shire Hall, Cambridge, CB3 0AP

Website: www.cambridgeshire.gov.uk/pps

A Guide for Parents in writing their submission in support of their child's request for Statutory Assessment

The following guidelines are to help you with your contribution to the Statutory Assessment of your child. You do not have to use them if you do not want to. You can change the order, leave bits out or add things that you feel are important, but it would be helpful if you used the four headings we have suggested. Your written contribution can be as long or as short as you would like.

A – THE EARLY YEARS

The following questions are a guide to help you remember about the early years.

- 1) What do you remember about the early years that might help?
- 2) What was [child's name] like as a young baby?
- 3) Were you happy about progress at the time?
- 4) When did you first feel things were not right?
- 5) What happened?
- 6) What advice or help did you receive - from whom?

B – WHAT IS YOUR CHILD LIKE NOW

The following 10 headings are a guide to help you give a detailed description of your child.

- 1) **General Health** – Eating and sleeping habits; general fitness, absences from school, minor illnesses - coughs and colds. Serious illnesses/accidents - periods in hospital. Any medicine or special diet? General alertness - tiredness, signs of use of drugs - smoking, drinking, glue-sniffing.
- 2) **Physical Skills** – Walking, running, climbing – riding a bike, football or other games, drawing pictures, writing, doing jigsaws, using construction kits, household gadgets, tools, sewing.
- 3) **Self-Help** – Level of personal independence - dressing, etc; making bed, washing own clothes, keeping room tidy, coping with day-to-day routine; budgeting pocket money, general independence - getting out and about.
- 4) **Communication** – Level of speech - explains, describes events, people, conveys information (e.g. messages to and from school), joins in conversations; uses telephone.
- 5) **Playing and Learning at Home** – How does [child's name] spend time - watching TV, reading for pleasure and information, hobbies concentration, sharing
- 6) **Activities Outside** – Belonging to clubs, sporting activities, happy to go alone. Relationships – With parents, brothers and sisters; with friends; with relations; with other adults at home, 'outside' generally. Does [child's name] mix well or stay on [his/her] own?

- 7) **Behaviour at Home** – Co-operates, shares, listens to and carries out requests, helps in the house, offers help, fits in with family routine and ‘rules’. Moods good and bad, sulking – temper tantrums, affectionate.
- 8) **At School** – Relationships with other children and teachers; progress with reading, writing, numbers, other subjects and activities at school.
- 9) **How has the school helped?** Have you been asked to help with schoolwork – with what result?
- 10) **Does [child’s name] enjoy school?** What does [child’s name] find easy or difficult?

C – YOUR GENERAL VIEWS

- 1) What do you think your child’s special educational needs are?
- 2) How do you think these can be best provided for?
- 3) How do you compare your child with others of the same age?
- 4) What your child is good at or what does [child’s name] enjoy doing?
- 5) What does [child’s name] worry about? Is [he/she] aware of difficulties?
- 6) What are your worries or concerns?
- 7) Is there any other information you would like to give about the family – perhaps major events that you think might have affected [child’s name]?
- 8) With whom would you like more contact?
- 9) How do you think your child’s needs affect the needs of the family as a whole?

D – ADDITIONAL INFORMATION

- 1) Please attach any reports from other professionals that you would like us to consider.
- 2) Are there any professionals you would like us to write to for advice? If so please provide their names and addresses.

E – [CHILD’S NAME(’S)] VIEWS

Does [child’s name] realise that [he/she] has difficulties? If so, what are [child’s name (’s)] views on how [he/she] would like to be helped in school? How has [child’s name] told you?