

Special Educational Needs (SEN)

A guide for parents and carers



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When early education settings, schools, LEAs and health and social services decide how they will help children with special educational needs, they should always consider what the SEN Code says.

The most important law dealing with special education is the 1996 Education Act. A Special Educational Needs Code of Practice gives practical guidance on how to identify and assess children with special educational needs. All early education settings, state schools and LEAs must take account of this Code when they are dealing with children who have special educational needs. Health and social services must also take account of the Code when helping LEAs. This means that, when early education settings, schools, LEAs and health and social services decide how they will help children with special educational needs, they should always consider what the Code says.

Introduction

This guide aims to help you understand:

- what special educational needs are
- what you can do if you are worried that your child may be having difficulties at, or before, they go to school
- how you can help your child
- what early education settings and schools can do to help your child
- what local education authorities and other services can do to help your child
- your rights and your child's rights.

Basic principles

The basic points you need to keep in mind as you read this guide are:

- all children with special educational needs should have their needs met
- the special educational needs of children are normally met in mainstream (ordinary) early education settings (see the definitions) or schools
- your views should be taken into account and the wishes of your child should be listened to
- you have a vital role in supporting your child's education
- children with special educational needs should get a broad, well-balanced and relevant education, including the foundation stage curriculum (for children aged 3 to 5) or the National Curriculum (for children aged 5 to 16).

You should be consulted about all the decisions that affect your child.

If you have concerns or worries at any time, you should share them with your child's teacher or head teacher or any other professional working with your child.

You should always ask for advice without delay.

If you want to talk to someone who is independent and knows about special educational needs, you can get help from the local parent partnership service or from national or local voluntary organisations, which are mainly charities. You can find more information on these organisations on page 42. The section of your local council that is responsible for education – the local education authority (LEA) – will be able to tell you how to get in touch with them.

Special educational needs – What does it mean?

The term 'special educational needs' has a legal definition. Children with **special educational needs** all have **learning difficulties** or **disabilities** that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have special educational needs of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

So special educational needs could mean that a child has difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school.

These are just examples.

Help for children with special educational needs will usually be in the child's ordinary, mainstream early education setting or school, sometimes with the help of outside specialists.

The Government has set out in the Early Learning Goals of the foundation stage of education for children from 3 to 5 years what most children should be able to do by the end of school reception year. The National Curriculum for children from 5 to 16 years also sets out what most children will learn at each stage of their education.

Of course children make progress at different rates and have different ways in which they learn best. Teachers are expected to take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers will consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed. The National Literacy and Numeracy Strategies

also provide for children to learn to read and write and understand numbers and mathematics in different ways and speeds, including special 'catch-up' work and other kinds of support.

So you should not assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs.

What can you do if you are worried that your child may be having difficulties?

Your child's early years are a very important time for their physical, emotional, intellectual and social development. When your health visitor or doctor makes a routine check, they might suggest that there could be a problem. But if you have any worries of your own, you should get advice straightaway.

If your child is not yet at school or not yet going to an early education setting, you can talk to your doctor or health visitor who will be able to give you advice about the next steps to take.

If you think your child may have a special educational need that has not been identified by the school or early education setting, you should talk to your child's class teacher, to the SENCO (this is the person in the school or preschool who has a particular responsibility for co-ordinating help for children with special educational needs) or to the head teacher straightaway.

If your child is in a secondary school, you should talk to the child's form teacher, SENCO, head of year or head teacher.

It is best to start with your child's teacher or the SENCO. You will be able to talk over your concerns and find out what the school thinks. The SENCO will be able to explain what happens next.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

Remember – you know your child better than anyone.

You might like to ask if:

- the school thinks your child has difficulties
- the school thinks your child has special educational needs
- your child is able to work at the same level as other children of a similar age
- your child is already getting some extra help
- you can help your child.

Other organisations you can get help from are:

- the parent partnership service in your local authority (see page 51)
- child health services
- social services
- local voluntary organisations, mainly charities.

Meeting special educational needs

The **Special Educational Needs Code of Practice** gives guidance to early education settings (see page 39), state schools, LEAs and anybody else that helps to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures that all these organisations must or should follow to meet the needs of children. They must not ignore the guidance in the Code.

They must also take account of the Code when they write their SEN policies.

You can get free copies of the SEN Code of Practice from the Department for Education and Skills on the DfES website at www.dfes.gov.gsi.uk/sen or from DfES Publications Centre on 0845 6022260.

The Code describes how help for children with special educational needs in schools and early education settings should be made by a step-by-step or '**graduated approach**'.

What is the graduated approach?

Early education settings and schools place great importance on identifying special educational needs early so that they can help children as quickly as possible. Once it has been decided that your child has SEN, your child's teachers should take account of the guidance in the SEN Code of Practice. This includes giving you information about the local parent partnership service.

The graduated approach recognises that children learn in different ways and can have different kinds or levels of SEN. So increasingly, step by step, specialist expertise can be brought in to help the school with the difficulties that a child may have.

The school **must** tell you when they first start giving extra or different help for your child because your child has special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top.

In early education settings this help is called **Early Years Action** and in schools this is called **School Action**.

Your child might need help through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

You should be consulted at each step.

Different schools will take account of the Code of Practice in different ways. However, no matter how the school chooses to take account of the Code, if your child has SEN, you should be consulted at each step. The school will also consider your child's own views. Schools should tell parents about their children's progress. You have a right to see the school's SEN policy and to receive a copy of the school's annual report, which will include a report on that policy.

Your child's teacher is responsible for working with your child on a day-to-day basis but may decide to write down the actions or help for your child in an Individual Education Plan (IEP).

The IEP should say:

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

Your child's teacher should discuss the IEP with you and your child if possible.

IEPs will usually be linked to the main areas of language, literacy, mathematics and behaviour and social skills. Sometimes the school or early education setting will not write an IEP but will

record how they are meeting your child's needs in a different way, perhaps as part of the lesson plans, and will record your child's progress in the same way as they do for all the other children. But the school should always be able to tell you how they are helping your child and what progress they are making, and explain why they have not written an IEP.

Remember – it is how your child is helped that is important and not the way in which the school writes it down.

If your child does not make enough progress, the teacher or the SENCO should then talk to you about asking for advice from other people outside the school. They might want to ask for help from, for example, a specialist teacher, an educational psychologist, a speech and language therapist or other health professionals. This kind of help is called **Early Years Action Plus** or **School Action Plus**.

The SENCO should try to include you in any discussions, and should consider your views in making any decisions about how best to help your child. They should keep you informed about your child's progress.

The SEN Code of Practice is very clear about the importance of early education settings, schools, LEAs and parents working together. Parents should have plenty of opportunities to find out what is happening.

Your views are very important at all times.

Talking through any worries or concerns you might have with the people at the early education setting, the class teacher, the SENCO or the head teacher should sort out any concerns or misunderstandings.

What if you disagree with the early education setting or the school?

Parent partnership services can help you to express your views and offer you support whenever you need it.

If you are not happy with anything the school does for your child, you should first talk to the SENCO or your child's class teacher or subject teachers. You could also talk to the head teacher. Sometimes there can be misunderstandings. It is important that you co-operate as much as you can with your child's school in any discussion about your child's SEN. You may find it helpful to write down your worries before a meeting and, if you want to, you can take a friend or relative with you. You may also find it helpful to talk to other parents. Your child's school will be able to put you in touch with the local parent partnership service who can also give you the names of local voluntary organisations and parents' groups that might be able to help.

If you and a state school still disagree after you have talked, you are free to:

- get help and support through the local parent partnership service
- access an informal disagreement resolution service provided through your LEA (see page 51-54).

Assessments and statements

All children with special educational needs should have a broad and well-balanced education.

Many children, at some time, will have special educational needs of some kind. The law says that all state schools must do their best to see that special help is provided for all children with SEN. Most children's needs can be met by their ordinary (mainstream) school, sometimes with the help of outside specialists. In a few cases, the local education authority (LEA) will have to make an **assessment** of a child's educational needs, based on specialist advice. If the LEA then decide that the child needs special help, they must write a **statement of special educational needs** – usually called 'a statement'. This describes all the child's needs and all the special help that he or she needs. The child's ordinary school and the LEA can usually provide this help with support from the LEA.

If your child still does not seem to be making enough progress or needs a lot more extra help, the LEA may decide to carry out a more detailed assessment of your child's needs.

- Your child's school or early education setting can ask the LEA to carry out a statutory assessment (see the next section). They should always talk to you before asking the LEA.

Or

- If you feel that your child's school or early education setting cannot provide all the extra help that your child needs, or your child is not making enough progress and so is falling further behind other children of the same age, you can ask the LEA to carry out a statutory assessment.

You should always talk to your child's teachers or the SENCO before asking the LEA. You can always ask them to help you write to the LEA, or you can ask the local parent partnership service or a voluntary agency for help.

What is a statutory assessment?

This is a detailed investigation to find out exactly what your child's special educational needs are and what special help your child needs. A statutory assessment is only necessary if the school or early education setting cannot provide all the help that your child needs.

When you, the early education setting or the school ask the LEA to carry out a statutory assessment, the LEA normally have six weeks to decide whether to do so. They will consider very carefully your child's progress at school and the guidance in the SEN Code of Practice. They will also listen to your views and to the views of your child's school about your child's special educational needs. The school or early education setting will tell the LEA about any special help they have already given to your child.

Remember – your local parent partnership service is there to help you at any point.

How long will you have to wait for the LEA to decide whether your child should have an assessment?

The LEA will look at the request for a statutory assessment and will tell you (normally within six weeks) whether they will carry out an assessment.

As soon as the LEA start looking at the request for a statutory assessment they will write to you and:

- tell you that they are considering whether to carry out a statutory assessment
- tell you how they will carry out the statutory assessment if one is done
- explain the timescales (which will be no longer than six months in all)
- give you the name of the person at the LEA who will be your point of contact (the Named Officer)
- ask you to give written or spoken reasons, called 'evidence', about why you think your child should or should not be assessed (you have at least 29 days to send this in to the LEA)
- tell you about the LEA's parent partnership service who will be able to help you with independent advice and support
- ask you if there is anyone else you would particularly like the LEA to talk to about your child
- ask you for any evidence or opinions you have collected or intend to get
- encourage you to provide written or spoken evidence for the LEA to consider (the LEA or the parent partnership service can help you make a written version).

LEAs have six weeks to tell you whether they will carry out a statutory assessment of your child. If LEAs take longer than six weeks, you should ask the Named Officer (see page 39) to explain the delay.

If you are not happy with the answer or the reason for the delay, you can talk to the local parent partnership service or ask the LEA to arrange to sort out the disagreement informally through an independent person.

As a last resort you can complain to the Secretary of State for Education and Skills about an unreasonable delay. The Secretary of State can tell the LEA to tell you whether they will be carrying out a statutory assessment. The LEA or the parent partnership service will be able to give you details of how to make a complaint about such a delay.

What can you do if the LEA decide not to assess your child?

If the LEA decide not to carry out a statutory assessment of your child, they must write and tell you and the school their reasons. You or the school may still feel that more needs to be done to meet your child's educational needs. You should talk to the school to find out what can be done. They may consider different arrangements or outside help will be appropriate. You can also talk to the local parent partnership service.

Even if the LEA decide that your child does not need a statutory assessment, your child can still get extra help.

If the LEA decide not to carry out a statutory assessment, you have a right to appeal to the Special Educational Needs Tribunal if you disagree with the LEA's decision.

The LEA should tell you about local arrangements for sorting out any disagreement informally, your right to appeal to the Special Educational Needs Tribunal and the time limits for appealing. It is important that you begin any appeal to the Tribunal within the time limit as the Tribunal are likely to refuse to hear your appeal if you are late.

The assessment

Very few children need a statutory assessment.

If the LEA carry out an assessment, they will ask a number of professionals to give their views on your child. The LEA will ask for advice from:

- your child's school or early education setting
- an educational psychologist
- a doctor
- social services (who will only give advice if they know your child)
- anyone else whose advice the LEA consider appropriate.

You have the right to be present at any interview, medical or other test during the statutory assessment, but sometimes the professionals may ask to see your child without you. Children sometimes behave differently when a parent is present.

You will also be asked for your views again – this is separate from asking you whether you think your child should be assessed.

You should feel free to suggest any other people or organisations you know whose views may be helpful in the assessment of your child. The LEA should then ask for their views. You may also send the LEA any private advice or opinions you have collected about your child and the LEA should take these into account as part of the assessment.

You have an essential part to play because you know your child better than anyone else.

Your views will be very welcome and you should feel free to ask questions at any time. The parent partnership service or an LEA officer can help you. Your concerns, views and knowledge of your child are very important – you know your child best.

The LEA will help you think about how to give your views. They may have guidelines to help you take part in your child's assessment. It is important to get as much advice and support as you feel you need. You may want to consider asking:

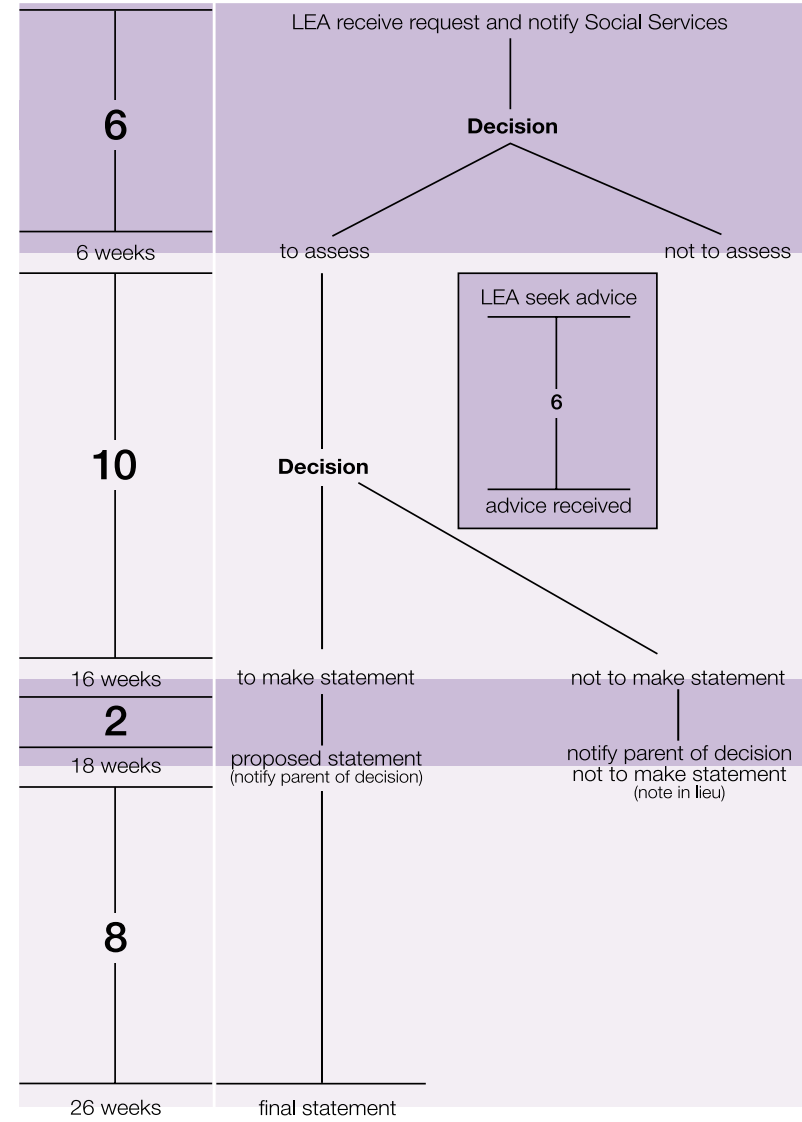
- the local parent partnership service
- voluntary organisations working with children and young people
- other parent support groups.

The Named Officer of the LEA should help explain the assessment process. You should feel free to contact them at any time. There is also a list of useful addresses at the end of this booklet.

To help the LEA carry out the assessment quickly, when they ask what you think, you should try to reply within six weeks. The LEA may give a deadline for you to give your views. The LEA will tell you if this is the case, and the deadline will be 29 days or more.

The LEA may also ask what your child thinks about their SEN. What your child thinks can play an important part in the LEA's assessment. If your child needs help to give their views to the LEA, you, a teacher or another professional can help.

Timetable for assessment



Plain English Campaign's Crystal Mark does not apply to this flowchart.

There are some exceptions to this timetable when the overall time may be longer than 26 weeks. If this is likely, the LEA will tell you the reason for the delay.

What happens after the assessment?

A statement of special educational needs sets out your child's needs and all the special help they should have.

Once your LEA's SEN officers have collected all the advice and comments about your child's educational needs, they will decide whether to make a statement of SEN for your child. They will normally tell you their decision no more than 12 weeks after they decided to carry out an assessment.

After the assessment the LEA may decide it is necessary to write down all the information they have collected in a document called a **statement of special educational needs** (usually called a statement).

The LEA should normally write and tell you whether they are going to write a statement within 12 weeks of beginning the assessment.

If the LEA decide not to make a statement, they will explain their reasons and tell you how they think your child's needs should be met in school, in an early education setting or in any other way.

What if you disagree with the LEA's decision?

The LEA should tell you about the local arrangements for sorting out disagreements and your right of appeal to the Special Educational Needs Tribunal. You have the right to appeal to the SEN Tribunal even if you are using the disagreement resolution service as well (see page 36).

What is a statement?

A statement will describe all your child's SEN and the special help your child should receive. The LEA will usually make a statement if they decide that all the special help your child needs cannot be provided from within the school's resources. These resources could include money, staff time and special equipment.

A statement of SEN is set out in six parts.

Part 1 gives your own and your child's name and address, and your child's date of birth, home language and religion. It also lists all the advice the LEA received as part of the assessment.

Part 2 gives details of all of your child's SEN as identified in the statutory assessment.

Part 3 describes:

- all the special help that the LEA think your child should get to meet the needs listed in part 2
- what the long-term aims are
- the arrangements for setting short-term goals, regularly reviewing your child's progress towards those goals, and how your child's progress is to be monitored.

Part 4 tells you about the school your child will go to to get the special help set out in part 3, or how any arrangements will be made out of school hours or off school premises.

Part 5 describes any non-educational needs your child has, as agreed between the LEA and the health services, social services or other agencies.

Part 6 describes how your child will get help to meet the non-educational needs described in part 5.

The LEA must send, with the statement, copies of all the advice they got from you and from other people and organisations during the statutory assessment.

What happens once a statement has been prepared for your child?

Before the LEA's SEN officers write a final statement, they will send you a 'proposed statement' – that is, a draft of the statement. All the parts listed above will be filled in, except part 4 (describing the type and name of the school) which will be left blank.

With your copy of the draft statement the LEA will send you a letter telling you how you can give your views on the proposed statement before it is finalised. Your views will be welcome. You may want to consider getting more help and support at this stage.

Can you choose your child's school?

The LEA will send you details of schools that are suitable for children with special educational needs.

The LEA will send you details of state mainstream and special schools in the area. They will also send you a list of all schools known as 'non-maintained' special schools and all independent schools that are approved by the Secretary of State for Education and Skills as suitable for children with SEN.

You have a right to say which state school you want your child to go to, either mainstream or special. This can be the school they already go to. The LEA **must** agree with your preference as long as:

- the school you choose is suitable for your child's age, ability, skills and SEN;
- your child's presence will not damage the education of other children already at the school; and
- placing your child in the school will be an efficient use of the LEA's resources.

Special schools usually take children with particular types of special needs. Many ordinary schools also have special provision for children with particular needs. For example, they may have good access for physically-disabled pupils or special teaching for pupils with hearing or sight difficulties or dyslexia. You can ask to see schools' policies on SEN to make sure you know what they can offer. You can also visit a number of schools if you want to. The LEA will send you details of how you can tell them what school you want.

You may want your child to go to a school that is not run by the LEA – a non-maintained special school or an independent school that can meet your child's needs. The LEA will consider your wishes carefully before they make a final decision but, if there is a suitable state school, the LEA have no legal duty to spend public money on a place for your child at a non-maintained or independent school.

Deciding which school you would like your child to go to is an important matter. Again, it is important that you ask for and get all the information, help and advice you need, and that you talk over any concerns you may have. Your LEA and the local parent partnership service will be pleased to help.

Before they make the final statement, the LEA can arrange a meeting with you to discuss your wishes.

Remember that you can take a friend, a relative or an independent parental supporter with you when you visit schools or meet the LEA. You may also want to talk to other parents through local voluntary organisations and parents' groups.

The LEA have to consult the school before naming it on the statement, but the LEA make the final decision. They will keep you fully informed and will always explain their decision to you.

If you do not want to suggest the name of a school but want your child to go to an ordinary mainstream state school, you should also tell the LEA.

They must then give your child a mainstream place as long as:

- your child going there will not damage the education of other children already at the school; and
- there are no practical steps that the school or the LEA could take to prevent your child affecting the other children's education.

How long have you got to comment?

When the LEA send you a draft statement, you have 15 days to comment on all parts of the statement – and to say which state school, or non-maintained special school or independent school, you want your child to go to.

You can ask for a meeting with the LEA to discuss the draft statement. After this meeting you have another 15 days to ask for more meetings with the LEA. Within 15 days of your last meeting with the LEA, you can send in any more comments you have and the LEA will consider them. If you would like more time to comment, you should talk to the Named Officer.

When will the LEA make the final statement?

Usually, the LEA must make the final statement within eight weeks of the draft statement. They will send you a copy of the statement and it will have part 4 filled in with the name of a school.

The statement comes into force as soon as the LEA make it. From that time the LEA must provide your child's school with any extra resources that it needs. The school's governors must do their best to make sure that your child gets the special educational help set out in the statement.

What if you disagree with the statement?

If you disagree with what is in the statement, you should first ask your Named Officer at the LEA for an explanation. Speaking to your local parent partnership service should also be helpful. If you are still not happy, you have a right to appeal to the Special Educational Needs Tribunal against the contents of:

- part 2, the description of your child's SEN
- part 3, the help to be given for your child's SEN
- part 4, the type and name of the school your child should go to.

The LEA should tell you about the local arrangements for resolving disagreements and your right of appeal to the SEN Tribunal. You have the right to appeal to the Special Educational Needs Tribunal even if you are trying to sort out the disagreement informally with the LEA (see page 36).

Remember that if you choose to appeal to the Tribunal, there are time limits in which you must do this.

What if the LEA decide that your child does not need a statement?

Even if the LEA do not make a statement, they can send you and the school copies of all the advice they got from you and other people and organisations during the statutory assessment.

After the assessment, the LEA may decide that your child's school can provide special help for your child's SEN without the need for a statement. The LEA will usually tell you of this decision within 12 weeks of starting the statutory assessment.

The LEA will have learned a great deal about your child's needs as a result of the statutory assessment. Even if they decide not to make a statement, they should share what they have learned with you and your child's school. The LEA may then draw up what is called a '**note in lieu of a statement**'.

What if you disagree with the LEA's decision?

If you think that the LEA's decision is wrong and that they should make a statement for your child, you should first talk to the LEA and the school. You also have the right to ask the LEA for informal resolution of the disagreement and a right to appeal to the Special Educational Needs Tribunal. You can talk to your local parent partnership service about these options.

Annual review of the statement

The LEA must check your child's progress and make sure that the statement continues to meet their SEN. They must review your child's statement **at least** once a year, but they can review it more often if they think it is necessary.

The annual review is in four parts:

- collecting information
- holding an annual review meeting
- the head teacher's report of the annual review meeting to the LEA
- the LEA's review of the statement.

Your child's school will write to you, telling you the date of the review meeting and inviting you to attend. Before the meeting, the school will ask you to send in your views on your child's progress over the past year. The school, the local parent partnership service, a voluntary organisation or a parents' group can help you give your views.

Remember – your views are very important.

The school may also ask for the written views of other professionals who know and work with your child. Before the review meeting, the school will send you copies of all the views they have received.

Your child's teachers will have set goals for your child soon after the statement was first made. These may be set out in an IEP. At the annual review meeting you, your child and your child's teachers, and sometimes other people who have been helping your child over the year, will look at your child's progress towards those goals and will agree new goals for the next year.

The meeting will also look at any written reports that have been provided and at your child's statement, and will see if it needs changing in any way.

The review meeting will normally be held in your child's school. You can take a friend, an adviser or an independent parental supporter to that meeting. It is important that you go to the review meeting. Your child should be able to go along for at least part of the meeting. Their views on progress in the past year, and hopes for the future, are important.

After listening to everyone's views at the review meeting, the school will set new targets. The head teacher will send a report to the LEA recommending any changes that the people at the meeting (including you and your child) felt should be made to the statement. The school will send you a copy of their report. The head teacher must write to the LEA within 10 working days of the annual review meeting or by the end of term, whichever is sooner.

Can changes be made to the statement?

The LEA will decide whether they should make any changes to your child's statement. They will then write to you, your child's school and the professionals involved in the annual review. The LEA will tell you about any changes they want to make and the reasons for them, and will ask you for your views.

Within 15 days of hearing from the LEA, you can ask for a meeting to discuss the changes they want to make. The LEA must always consider your views before making any changes. The LEA must tell you their final decision and any changes they have made within eight weeks of suggesting a change.

An annual review may lead to changes to your child's statement. For example, changes may be made if:

- your child's needs have changed a lot
- the LEA decide that different kinds of extra help are necessary
- your child has to move to a different school.

You will always be asked what you think before any changes are made. Annual reviews will not always lead to changes in your child's statement. But while the LEA may suggest changes at any time in the year, changes are most likely to be made after an annual review.

If you want help in discussing the suggestions or just need advice, you can ask your local parent partnership service.

If the changes are to part 4 of the statement (that is, the LEA want to change the name of the school), you have the same rights to choose a school as you had when your child's statement was first made (see page 22). So before your child is due to move from infant to junior school, or from primary to secondary school, it is very important that you, your child's present school and the LEA think very carefully about the next school your child should go to.

The recommendations of the last annual review before the transfer will be important in helping you and the LEA decide what kind of school your child should go to. The LEA must change part 4 of the statement by 15 February in the year your child is due to change schools.

You also have the right to ask the LEA to change the name of the school in your child's statement. You can ask for another LEA school if it is at least 12 months since you asked for a change of name or since the statement was made or changed.

What if you disagree with the LEA's changes?

If the LEA change the statement – called an **amended final statement of special educational needs** – you have the same rights as when the statement was first made. The LEA should tell you about the local arrangements for resolving disagreements and your right of appeal to the Special Educational Needs Tribunal. You have a right to appeal to the SEN Tribunal against any change to the description in the statement of your child's SEN (part 2), the types of special educational help to be provided (part 3) and the name of the school your child will go to (part 4). You have the right to appeal to the SEN Tribunal at the same time as using the disagreement resolution service (see page 36).

Transition planning

If your child has a statement of special educational needs, the annual review in year 9 is particularly important in preparing for their move to further education and adult life. This review can involve all those people and organisations who will play a major role when your child leaves school. This will include the Connexions Service (see page 39) and could also include your local social services department.

This review will not only consider your child's targets and statement but also discuss a **Transition Plan** for your child's move to adult life. It is likely that your child will work with a Connexions Personal Adviser to write a personal action plan for discussion at the review meeting. The head teacher must make sure that the Transition Plan is completed after the meeting.

The Transition Plan can be discussed and changed, if necessary, at later review meetings. You and your child will be asked to help with this Plan.

Choices after 16 – will your child be able to stay on at school?

Education for young people with SEN does not stop at 16. Depending on your child's interests and abilities, they can stay on at an ordinary or a special school, or can move to a college of further education or into work-based training. Many schools have developed 'link' courses with colleges so the pupils in their last years at school can go to a college on a part-time basis. These courses help to prepare young people for further education by letting them experience a college and try out a range of new subjects.

Further education is available for all young people over the age of 16. If your child has a statement of SEN, everyone involved in transition planning will consider the possibilities for further education.

From April 2002, if your child has a statement and wants to leave school at the end of year 11 to go to a further education college or to work-based training, the Connexions Service will carry out another assessment. The Connexions Service will assess what will have to be provided so that your child can carry on with their education or training. The Connexions Service will use the information from your child's statement. Connexions can do these assessments for other young people with SEN who plan to go on to further education or training, not just those with statements in year 11. Connexions will work with further-education and training providers to make sure your child gets the help they need.

Universities and colleges offer education at a level beyond GCE A-level standard for students from the age of 18. It is open to all young people who have the ability to benefit from it.

If you have any questions about the choices open to your child after 16, the Connexions Service and your child's school can give you and your child help and advice.

How long does a statement last?

Your child could have a statement for their whole school career, or for just a part of it. Through the annual reviews of your child's statement, the LEA may decide that your child can continue to make good progress with the extra help that an ordinary school can provide. If they do, they can stop your child's statement.

If the LEA want to stop your child's statement, they will write and tell you, giving their reasons. If you disagree, you should tell them. If the LEA then stop the statement and you still disagree, you can ask for the disagreement to be sorted out informally and, at the same time, you have a right to appeal to the Special Educational Needs Tribunal.

The LEA will stop the statement if your child leaves school after year 11. If your child stays at school, the LEA can keep the statement until they are 19 or till the end of the school year, to make sure they finish a course.

Can you ask for your child to be assessed again?

Even if your child has a statement, you and your child's school can ask for a new statutory assessment. The LEA must do a new assessment as long as:

- your child has not been assessed in the last six months; and
- the LEA agrees that another statutory assessment is needed.

The LEA will decide whether a new assessment is needed in just the same way as when they first decided to assess your child. But they will also consider whether there have been any significant changes in your child's life or SEN. The LEA will tell you whether they have decided to re-assess and, if not, the reasons. If you disagree with that decision, you can appeal to the Special Educational Needs Tribunal (see page 36).

What happens if you move to another LEA area?

If you are going to move, you should let your child's school and the LEA know. You should talk to your present LEA and your new LEA about your child's needs and the best way of making sure they continue to be met.

When you move, your old LEA will send your child's statement to your new LEA and your child's school will send all your child's school records to the new school.

The new LEA must then make sure that your child gets all the special educational help set out in the statement. Within six weeks of receiving your child's statement, your new LEA must tell you when they will review the statement or whether they are going to carry out a new statutory assessment of your child.

If you only move a short distance, your child may be able to stay at the same school. If you move further away, your child may have to start at a new school before the new LEA review the statement or carry out a statutory assessment. But if you still live nearby, your child can stay at the same school, at least until the LEA review and perhaps change the statement.

If your child goes to a non-maintained special school or independent school, the new LEA must pay any fees that your previous LEA paid, at least until they change the statement. If your child goes to a residential school, the new LEA must pay any fees your previous LEA paid, at least until they change the statement.

Remember – you have a right to tell the LEA what you think before they make any change.

Remember, too, that if you disagree with any change that the LEA make, you can ask for the disagreement to be sorted out informally and, at the same time, appeal to the Special Educational Needs Tribunal.

What happens if you disagree with the LEA?

You, your child's school and the LEA are partners in your child's education. They will keep you fully informed at all times about your child's education. Your knowledge of your child, together with the school's and LEA's knowledge of a wide range of children with SEN, should result in proper help being given to your child quickly.

If, at any stage, you are not happy with a decision, talk to your child's school or to the Named Officer who has dealt with your child's case. They will be happy to discuss your worries. In most cases, the problem can be put right quickly.

The local parent partnership service, voluntary organisations and parents' groups can help you put your views to the LEA and can give you advice about what the LEA say.

It is very important that you discuss your views openly with the LEA and try to reach agreement with them wherever possible. You may feel disappointed by the LEA's decision, but continuing to disagree is not always in your child's best interests.

If you cannot agree with the LEA, you can ask them to arrange to sort out the disagreement informally. Each LEA will have arrangements for an independent disagreement resolution service. They will be able to listen to your views and those of the LEA and help you both reach an agreement. You can choose whether to use this service and it does not affect your right to appeal to the Tribunal at the same time. Someone totally independent of the school or the LEA will arrange a meeting where everyone involved can air their concerns and consider how to sort out the disagreement.

What is a parent partnership service?

Parent partnership services provide support and advice to parents whose children have SEN. They provide accurate and neutral information on the full range of options available to parents. They do not 'take sides'. They help parents to make informed decisions about their children's education. Where parents want an independent parental supporter, the service should provide one. You can find a list of contact phone numbers at the back of this booklet.

What is a disagreement resolution service?

Disagreement resolution services provide an informal way of preventing and sorting out disagreements between parents (whose children have SEN) and the LEA or school (this will only include independent schools where they are named in the statement). This is an additional service parents can use if they want to. The service is designed to be a way of resolving problems quickly and informally. Using the service does not affect your right of appeal to the SEN Tribunal.

What is the Special Educational Needs Tribunal?

The Special Educational Needs Tribunal is an independent body that hears parents' appeals against LEA decisions on statutory assessments and statements.

You can appeal to the Special Educational Needs Tribunal if:

- the LEA refuse to carry out a statutory assessment of your child after you have asked them to
- the LEA refuse to make a statement for your child after an assessment
- you disagree with part 2, part 3 or part 4 of your child's statement, when that statement is first made or if it is changed later
- your child already has a statement, and the LEA refuse to assess your child again or to change the name of the school in that statement
- the LEA decide to stop your child's statement.

The Tribunal is based in London but, outside the South East, appeals are heard locally. The Tribunal is made up of three people. One of these will be the Chairman, who will be a lawyer. The other two will have experience of SEN.

You can go to the Tribunal on your own, or voluntary organisations or parents' groups can help you prepare your case and go with you. You can also ask up to two people who know your child to speak for you at the Tribunal.

The Tribunal will look at the evidence and will make a final decision. In reaching this decision, the Tribunal may consider how the LEA's actions compare to the guidance set out in the SEN Code of Practice. Just because an LEA has not followed the Code will not always mean that their decision was wrong. But the Tribunal will expect the LEA to explain why they have not followed the Code's guidance when that is relevant to the decision they have made.

How long do you have to appeal?

It is important that the appeal procedure does not delay any special educational help your child needs. For this reason, you have to apply to the Tribunal no later than two months after the LEA tell you their decision. It is only possible to get the time limit extended in a very few cases.

You can find out more about the Tribunal in a special booklet. You can get the booklet from your LEA or from the SEN Tribunal at:

50 Victoria Street
London, SW1H 0NW.
Phone: 01325 392 555

What if the Tribunal cannot deal with your complaint?

You may be able to make a complaint to the Local Government Ombudsman if your complaint is about something that the Tribunal does not deal with. For example, if your complaint is about the LEA's failure to:

- keep within time limits
- make sure that the help your child needs is provided, as set out in the statement.

You can find out more about the Local Government Ombudsman in a special booklet. You can get the booklet from your LEA, or from the Ombudsman at:

Commission for Local Administration in England
21 Queen Anne's Gate
London, SW1H 9BU.
Phone: 020 7915 3210

Definitions

Annual review	A yearly review of a statement of SEN.
Connexions Service	A service to help all young people aged 13 to 19 prepare for the transition to adult life.
Early education settings	All preschool education provision such as nursery classes and schools, day nurseries and playgroups.
Independent parental supporter	Someone who can support parents, for example, by going to meetings, encouraging parents to get involved and helping parents understand the SEN framework.
Local education authority (LEA)	A local government body that is responsible for providing education and for carrying out statutory assessments and maintaining statements.
Mainstream school	An ordinary school which is for all children, not just those with SEN. This will normally be a state school, although it could also be an independent school, that is, a City Technology College, a City College for Technology of the Arts, or a City Academy.
Maintained school	A state school.
Named Officer	The person at the LEA who deals with your child's case.

SEN Code of Practice	A guide for early education settings, state schools and local education authorities (LEAs) on the help they can give to children with special educational needs. Schools and LEAs must take account of the Code when they deal with a child with special educational needs.
Special educational needs (SEN)	Children have special educational needs if they have learning difficulties that need special educational provision. They have learning difficulties if they find it much harder to learn than most children of the same age or they have disabilities that make it much more difficult for them in school.
Special Educational Needs Tribunal	An independent body that hears appeals against decisions made by LEAs on statutory assessments and statements.
Special educational provision	The extra or different help given to children with special educational needs.
Special school	A school that is just for children with statements of SEN.
Statement of special educational needs	A document that sets out a child's needs and all the extra help they should get.
Statutory assessment	A very detailed examination of a child's special educational needs. It may lead to a statement.
Transition Plan	A plan drawn up after the year 9 annual review of a statement. It sets out the steps needed to move from school to adult life.

Voluntary organisations

Organisations, usually charities, which provide help and advice that is often linked to particular needs (see the list below).

Other publications you may find useful

Special Educational Needs Code of Practice

You can get copies of the Code and a list of other useful DfES publications, by writing to:

DfES Publications Centre
PO Box 5050
Sudbury
Suffolk CO10 6ZQ.
Phone: 0845 6022260

You can get this booklet in English, Bengali, Cantonese, Greek, Gujarati, Hindi, Punjabi, Turkish, Urdu or Vietnamese.

To order free copies in any of these languages or the English version of this booklet on cassette or in Braille, please phone the number shown above.

If you need more help

There are many voluntary organisations that help children with disabilities or learning difficulties, and their parents. Others offer more general advice. Some of the main organisations are listed at the back of this booklet. You can get more details from your LEA, your local library, the Citizens' Advice Bureau or the local Council of Voluntary Service.

Addresses of voluntary agencies

Action for Sick Children

Argyle House
29-31 Euston Road
London NW1 2SD
Phone: 020 7833 2041
Website:
www.actionforsickchildren.org

Association for Spina Bifida and Hydrocephalus

Asbah House
42 Park Road
Peterborough PE1 2UQ
Phone: 01733 555988
Website: www.asbah.org

Advisory Centre for Education

Unit 1B
Aberdeen Studios
22 Highbury Grove
London N5 2EA
Phone: 020 7354 8321
(The advice line is open from 2pm to 5pm.)
Website: www.ace-ed.org.uk

AFASIC – Overcoming Speech Impairments

2nd Floor
50-52 Great Sutton Street
London EC1V 0DJ
Phone: 020 7490 9410
Helpline: 08453 555577
Website: www.afasic.org.uk

Alliance for Inclusive Education

Unit 2, Ground Floor
70 South Lambeth Road
London SW8 1RL
Phone: 020 7735 5277
E-mail: Allfie@btinternet.com

Association for Brain Damaged Children

Clifton House
3 St Paul's Road
Foleshill
Coventry CV6 5DE
Phone: 02476 665450

Ataxia (Friedreich's Ataxia Group)

10 Winchester House
Kennington Park
Cranmer Road
London SW9 6EJ
Phone: 020 7820 3900

Barnardo's

Tanners Lane
Barkingside
Ilford
Essex IG6 1QG
Phone: 020 8550 8822
Website:
www.barnardos.co.uk

British Deaf Association

1-3 Worship Street
London EC2A 2AB
Phone: 020 7588 3520
Website:
www.britishdeafassociation.org.uk

British Diabetic Association UK

10 Queen Anne Street
London W1M 0BD
Phone: 020 7323 1531

British Dyslexia Society

98 London Road
Reading
Berkshire RG1 5AU
Phone: 0118 966 2677
(Monday to Friday, 10am to 12.45pm and 2pm to 5pm)
Website:
www.bda-dyslexia.org.uk

British Epilepsy Association

New Anstey House
Gate Way Drive
Yeadon
Leeds LS19 7XY
Phone: 01132 108800
Helpline: 0808 8005050
Website: www.epilepsy.org.uk

Brittle Bone Society

30 Guthrie Street
Dundee
DD1 5BS
Phone: 01328 204446

Camden Parent Advocacy Service

98 St Pancras Way
London N1 9NF
Phone: 020 7482 2593

Centre for Studies on Inclusive Education

1 Redland Close
Elm Lane
Redland
Bristol BS6 6UE
Phone: 0117 923 8450

Children's Legal Centre

University of Essex
Wivenhoe Park
Colchester CO4 3SQ
Phone: 01206 872466
Website:
www2.ESSEX.AC.UK/CLC

Contact a Family

209-211 City Road
London EC1V 1JN
Phone: 020 7608 8700
Website: www.cafamily.org.uk

Council for Disabled Children

c/o National Children's Bureau
8 Wakley Street
London EC1V 7QE
Phone: 020 7843 6000
Website: www.ncb.org.uk

Cystic Fibrosis Trust

London Road
Bromley
Kent BR1 1BY
Phone: 020 8464 7211

DIAL UK (Disability Information Line)

St Catherine's
Tickhill Road
Doncaster DN4 8QN
Phone: 01302 310123
Website:
www.members.aol.com/dialuk

Disability Alliance

1st Floor East
Universal House
88-94 Wentworth Street
London E1 7SA
Phone: 020 7247 8763

Disability Equality in Education

Unit 4Q
Leroy House
436 Essex Road
London N1 3QP
Phone: 020 7359 2855

Disability Living Foundation

380-384 Harrow Road
London W9 2HU
Phone: 020 7289 6111

Disability Sport England

Unit 4G
987-988 High Road
Tottenham
London N17 0DA
Phone: 020 8801 4466

Down's Syndrome Association

155 Mitcham Road
London SW17 9PG
Phone: 020 8682 4001
Website:
www.downs-syndrome.org.uk

Dyspraxia Foundation

8 West Alley
Hitchin
Hertfordshire SG5 1EG
Helpline: 01462 454986
Website: www.dyspraxiafoundation.org.uk

Dyslexia Institute

133 Gresham Road
Staines TW18 2AJ
Phone: 01784 463851

Family Fund Trust

PO Box 50
York YO1 9ZX
Phone: 01904 621115

Greater London Association for Disabled People (GLAD)

363 Brixton Road
London SW9 7AA
Phone: 020 7346 5800

Haemophilia Society

Chesterfield House
385 Euston Road
London NW1 3AU
Phone: 020 7380 0600

Headway National Head Injuries Association

4 King Edward Court
King Edward Street
Nottingham NG1 1EW
Phone: 01159 240800

Huntington's Disease Association

108 Battersea High Street
London SW11 3HP
Phone: 020 7223 7000

I CAN (Invalid Children Aid Nationwide)

4 Dyers Buildings
Holborn
London EC1N 2QP
Phone: 08700 104066

In Touch

10 Norman Road
Sale
Greater Manchester M33 3DF
Phone: 0161 905 2440
Website: www.worthington@netscapeonline.co.uk

IPSEA Tribunal Support Service

(for parents appealing to the SEN Tribunal)
4 Ancient House Mews
Woodbridge
Suffolk IP12 1DH
Advice Line: 0800 184016 or 01394 0382814
Tribunal appeals only: 01394 384711
Website: www.ipsea.org.uk

KIDS

6 Aztec Row
Berners Road
London N1 0PW
Phone: 020 7359 3635
Website:
www.kids-online.org.uk

Kidsactive

Pryor's Bank
Bishop's Park
London SW6 3LA
Phone: 020 7736 4443

Leukaemia Care Society

2 Shrubbery Avenue
Worcester WR1 1QH
Phone: 01905 330003
Care line: 0800 1696680
E-mail: enquiries@leukaemicare.org.uk
Website:
www.leukaemicare.org.uk

LOOK

Look National Office
Queen Alexander College
49 Court Oak Road
Harborne
Birmingham B17 9TG
Phone: 01214 285038

MENCAP

117-123 Golden Lane
London EC1Y 0RT
Phone: 020 7454 0454
Website: www.mencap.org.uk

MIND (National Association for Mental Health)

15-19 Broadway
Stratford E15 4BQ
Phone: 020 8519 2122
Website: www.mind.org.uk

Motability

Goodman House
Station Approach
Harlow
Essex CM20 2ET
Phone: 01279 635666
Website: www.motability.co.uk

Muscular Dystrophy Group of GB

7-11 Prescott Place
London SW4 6BS
Phone: 020 7720 8055
Website: www.muscular-dystrophy.org

National Association for the Education of Sick Children

18 Victoria Park Square
Bethnal Green
London E2 0PF
Phone: 020 8980 8523
E-mail:
naesc@ednsick.demon.co.uk
Website:
www.sickchildren.org.uk

National Association of Citizens' Advice Bureaux

115-123 Pentonville Road
London N1 9LZ
Phone: 020 7833 2181
Website: www.nacab.org.uk

National Association of Leisure Toy Libraries

68 Churchway
London NW1 1LT
Phone: 020 7387 9592

National Association of Parent Partnership Network

8 Wakley Street
London EC1V 7QE
Phone: 020 7843 6058

National Association of Special Educational Needs

4/5 Amber Business Village
Amker Close
Tamworth B77 4RP
Phone: 01827 311500
E-mail:
welcome@nasen.org.uk
Website: www.nasen.org.uk

National Asthma Campaign

Providence House
Providence Place
London N1 0NT
Phone: 020 7226 2260
Helpline: 08457 010203
Website: www.asthma.org.uk

National Autistic Society

393 City Road
London EC1V 1NG
Phone: 020 7833 2299
Website:
www.oneworld/autism.uk

National Blind Children's Society

NBCS House
Market Street
Highbridge
Somerset TA9 3BW
Phone: 01278 764764
Website: www.mbc.org.uk

National Library for the Handicapped Child

(National Research Centre for Children with Reading Difficulties)
Wellington House
Wellington Road
Wokingham
Berkshire RG40 2AG
Phone: 0118 989 1101

National Society for Epilepsy

Chesham Lane
Chalfont St Peter
Gerrards Cross
Buckinghamshire SL9 0RJ
Phone: 01494 601300
Helpline: 01494 601 400
Website:
www.epilepsynfe.org.uk

Network 81

1-7 Woodfield Terrace
Chapel Hill
Stanstead
Essex CM24 8AJ
Phone: 01279 647415
(Monday to Friday, 10am to 2pm)
Website: network81.co.uk

National Deaf Children's Society

15 Dufferin Street
London EC1Y 8UR
Phone: 020 7250 0123
Website: www.ndcf.org.uk

National Eczema Society

Hill House
Highgate Hill
London N19 5NA
Phone: 08702 413604
Website: www.eczema.org

National Federation of the Blind of the UK

215 Kirkgate
Wakefield
West Yorkshire WF1 1JG
Phone: 01924 291313
E-mail: nfbuk@globalnet.co.uk
Website: www.
users.globalnet.co.uk/~nfbuk

National Library for the Blind

Far Cromwell Road
Bredbury
Stockport SK6 2SG
Phone: 0161 355 2000
Website: www.nlbuk.org

Parents for Inclusion

Unit 2
70 South Lambeth Road
London SW8 1RL
Helpline: 020 7582 5008
E-mail:
info@parentsforinclusion.org
Website:
www.parentsforinclusion.org

Physically Disabled and Able Bodied (PHAB LTD)

Summit House
Wandlee Road
Croydon CR0 1DF
Phone: 020 8667 9443
Website:
www.fabengland.org.uk

Pre-school Learning Alliance

69 Kings Cross Road
London WC1X 9LL
Phone: 020 7833 0991
Website:
www.pre-school.org.uk

Rathbone

Churchgate House
55 Oxford Street
Manchester M1 6EU
Phone: 0161 236 5358
E-mail:
info@rathbonetraining.co.uk
Website:
www.rathbonetraining.co.uk

Royal National Institute for the Blind

105 Judd Street
London WC1H 9NE
Phone: 020 7388 1266
Helpline: 0845 76 9999
Typetalk: 0800 51 51 52

SCOPE

6 Market Place
London N7 9PW
Phone: 020 7619 7100
Helpline: 0800 626 216
(9am to 9pm weekdays)
(2pm to 6pm weekends)
Website:
www.scope.org.co.uk

SENSE

11-13 Clifton Terrace
Finsbury Park
London N4 3SR
Phone: 020 7272 7774
Website: www.sense.org.uk

Sickle Cell Society

54 Station Road
London NW10 4UA
Phone: 020 8961 7795
Website:
www.sicklecellsociety.org

SKILL

4th Floor, Chapter House
18-20 Crucifix Lane
London SE1 3JW
Phone: 020 7450 0620
Info Line: 0800 328 5050
(Monday to Friday, 1.30pm to 4.30pm)
Website: www.skill.org.uk

Special Education Consortium

c/o Council for Disabled Children
8 Wakely Street
London EC1V 7QE
Phone: 020 7843 6318

Spinal Injuries Association

76 St James Lane
London N10 3DF
Phone: 020 8444 2121
Website: www.spinal.co.uk

The Stroke Association

Midas House
Winterstoke Road
Bristol BS3 2LF
Phone: 0117 953 1200
Helpline: 0845 3033 100
Website: www.stroke.org.uk

Tuberous Sclerosis Association of GB

PO Box 9644
Bromsgrove
B61 0FP
Phone: 01527 871898
Website:
www.tuberous-sclerosis.org

Young Minds

102-108 Clerkenwell Road
London EC1M 5SA
Phone: 020 7336 8445
Helpline: 0800 0182138
Website:
www.youngminds.org.uk

Parent partnership services – contact numbers

- Barking and Dagenham
0208 590 6544
- Barnet
0208 359 3204
- Barnsley
01226 244 903
- Bath and North East Somerset
0117 989 7725
- Bedford
01234 316353
- Berkshire West
01635 519779
- Bexley
0208 303 7777 ext. 4225
- Birmingham
0121 303 5004
- Blackburn with Darwen
0845 601 4284
- Blackpool
0845 601 4284
- Bolton
01204 844 806
- Bournemouth
01202 516195
- Bracknell Forest
01344 354011
- Bradford
01274 481183
- Brent
0208 937 3354
- Brighton and Hove
01273 772289
- Bristol City
0117 989 7725
- Bromley
0208 313 4164
- Buckinghamshire
01296 383754
- Bury
0161 763 5001
- Calderdale
01422 357 257
- Cambridgeshire
01223 718154
- Camden
0207 974 8154
- Cheshire
01606 814375
- City of London
0207 332 3704
- Cleveland
01642 264702
- Cornwall East
01566 784986
- Cornwall-Mid
01726 861641
- Cornwall West
01209 843249
- Coventry
02476 678365
- Croydon
0208 655 0941
- Cumbria South
01229 894439
- Cumbria East
01228 606832
- Cumbria West
01946 852890
- Darlington
01325 254548

- Derby City
01332 716930
- Derbyshire
01246 273154
- Devon, Cornwall and Torbay
01752 204617
- Devon East
01392 385 800
- Devon Mid-West
01566 784986
- Devon North
01271 866835
- Devon South
01752 872799
- Doncaster
01302 737 231
- Dorset
01305 224476
- Dudley
01384 485450
- Durham
0191 587 3541
- Ealing
0208 840 9099
- East Riding of Yorkshire
01482 392 164
- Enfield
0208 807 7179
- Essex
01245 436036
- Gateshead
0191 433 2775
- Gloucestershire
01452 426448
- Gloucestershire South
0117 989 7725
- Greenwich
0208 305 0134
- Hackney
0208 356 7421
- Halton
01925 442978
- Hammersmith and Fulham
0208 753 3509
- Hampshire
01962 845870
- Haringey
0208 800 4134 ext. 228
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0208 426 1976
- Hartlepool
01429 523723
- Havering
01708 433885
- Herefordshire
01432 260955
- Hertfordshire
01992 555847
- Hillingdon
01895 277001
- Hounslow
0208 583 2607
- Isle of Wight
01983 825548
- Isles of Scilly
01720 422537
- Islington
0207 527 5856
- Kensington and Chelsea
0207 598 4874
- Kent
01622 755515
- Kingston upon Hull
01482 213030
- Kingston upon Thames
0208 547 2751
- Kirklees
01924 326646
- Knowsley
0151 443 3283
- Lambeth
0207 926 9464
- Lancashire
01772 743434

- Lewisham
0208 314 9458
- Leeds
0113 214 3135
- Leicester City
0116 251 3999
- Leicestershire
0116 265 6197
- Lincolnshire
01522 553351
- Lincolnshire
North
01724 277665
- Lincolnshire
North East
01472 325607
- Liverpool
0151 233 2848
- Luton
01582 548156
- Manchester
0161 256 3179
- Medway
0207 359 3635
- Merton
0208 687 0085
- Middlesbrough
and Cleveland
01642 264930
- Milton Keynes
01908 253622
- Newcastle-upon-
Tyne
0191 274 3620
ext 234
- Newham
0208 470 9703
- Norfolk
01603 281044
- Northamptonshire
01604 636111
- Northumberland
01670 533694
- Nottingham City
0115 948 2888
- Nottinghamshire
01623 422223
- Oldham
0161 911 3135
- Oxfordshire
01865 810516
- Peterborough
01733 748312
- Plymouth
01752 606468
- Poole
01202 261933
- Portsmouth
02392 825993
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01189 390 817
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0208 708 3232
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01642 444102
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01709 382121
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- Rutland
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0161 742 3914
- Sandwell
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- Sefton
01704 570 530
- Sheffield
0114 281 1880
- Shropshire
01952 291350
- Slough
01753 787690
- Solihull
0121 770 5027
- Somerset
01823 355578
- Somerset North
0117 989 7725

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East and Bath
01225 394294
- Southampton
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- Surrey
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- Sussex West
01243 752 115
- Sutton
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01793 436659
- Tameside
0161 342 3383
- Telford and
Wrekin
01952 291350
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01375 399333
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0207 364 6489
or
0207 702 8316
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0161 912 3150
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0191 200 6983
- Tyneside South
0191 427 7711
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01924 303662
- Walsall
01922 652313
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