

# LEWISHAM PARENT PARTNERSHIP SERVICE

## SCHOOL BASED SUPPORT

### What is The Graduated Approach?

Early education settings and schools place great importance on identifying special educational needs (SEN) 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, which includes giving information about 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.

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

If your child does not make enough progress, the teacher or the Special Educational Needs Co-ordinator (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 **Early Years Plus** or **School Action Plus**.

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

If your child does not seem to be making enough progress or needs a lot more extra help, the Local Authority (LA) 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 LA to carry out a Statutory Assessment. They should always talk to you before asking the LA.

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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 LA to carry out a Statutory Assessment.

### **Beyond statutory Assessment**

When a statutory assessment is requested the LA must first decide whether or not it is needed. They will decide this by collecting advice from school and parents.

If statutory assessment is agreed and has been completed your child will either be issued with a statement of special educational needs or a Note in Lieu. If a Note in Lieu is issued, this will mean that your child remains at Early Years Action Plus or School Action Plus.

Where necessary following a statutory assessment, the LA will issue a statement of special educational needs which lists information on your child's difficulties, how those needs are to be met and the level of support.

- Child is identified as having SEN
- Early years Action/ school Action
- Early years Action plus/school Action Plus
- Statutory Assessment
- Statement or Note in Lieu

### **Further information**

#### **Special Education Needs Code of Practice 2001**

To obtain a copy telephone: 0845 60 222 60 Ref: DfES 581/2001

**Parent Partnership Service:** Independent information, advice and support for parents of children with Special Educational Needs. Contact details below