

6. GIVING YOUR ADVICE TO A STATUTORY ASSESSMENT SCHOOL AGE CHILD OVER 11 YEARS

When the LA decides to carry out a Statutory Assessment your Case Officer will send to you a letter giving you 29 days to tell us if you are happy for a Statutory Assessment to take place. It is helpful if you let your Case Officer know if you are happy or not and whether there is anyone you would like to be asked to submit advice about your child. You may also submit any report that you have on your child.

After 29 days your Case Officer will write to you again and ask you to give us your views about your child. You will be given 6 weeks to write your advice. Although you do not have to do this it is very helpful. Your advice will be included as one of the assessment reports and will be sent to other advice givers (e.g. your child's school) at the end of the process.

Your views are valuable and what you say is important. You can give your views in different ways. You can write your views by hand or type them. You can write in the language you prefer. You may want to ask someone else to write down what you say. (For example a friend, a teacher, an Education Welfare Officer or a Social Worker) If you prefer to express your views on tape, in Braille or through a sign language interpreter, this can be arranged through contacting your Case Officer whose name is on the letter you will receive.

Sometimes parents have differing views about their child's needs. Many parents decide to combine their views, but some may decide to give their views separately.

Please sign and date your advice. You may wish to keep a copy for your own records.

The following points may be helpful in writing your advice. You are welcome to change the order, leave bits out and add other information. The questions and ideas are intended to help you.

A SCHOOL AGE CHILD OVER 11 YEARS

Previous concerns

- When did you first feel that things were not right?
- What happened?
- Did you have advice or help? If so, from whom?
- What action was taken, if any?
- Do you think this action helped?

Present Concerns

- What do you think your child's Special Educational Needs are?
- How do you think these can best provided for?
- What is your child good at?
- What does your child find difficult at school?
- What does your child find difficult at home?
- How do you see your child compared with others of the same age?
- Does your child have any worries?
- It is also important that you tell the LA your child's own views about his/her difficulties and what would help to improve them.

WHAT IS YOUR CHILD LIKE NOW?

General health

Eating and sleeping habits, general fitness, absences from school, minor illnesses coughs and colds, serious illnesses/accidents-times in hospital, medicines being taken or special diet, general alertness-tiredness, signs of any risk-taking behaviours.

Physical skills

Walking, running, climbing, riding a bike, football or other games, drawing, writing, using construction kits, household gadgets, tools, and sewing.

Personal skills

Independence dressing, toileting, making the bed, washing clothes, keeping room tidy, coping with day to day routine, budgeting pocket money, general independence, getting out and about.

Communication

Describes events, people, conveys information (for example; messages to and from school) joins in conversation, uses telephone.

Leisure

Hobbies, watching television, reading for pleasure, sharing stories and games, belonging to clubs, sporting activities, being happy to go alone/needing to be taken.

Behaviour at home

Relationships with parents, brothers and sisters, with friends, with other adults (friends and relations) at home generally, and outside generally. Does your child prefer to be alone? 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, shows affection.

Behaviour at school

Relationships with other children and teachers, progress with reading, writing, numbers, other subjects and activities at school. How the school has helped/ not helped your child. Have you been asked to help with schoolwork in any way (for example: hearing your child read). What was the result?

Learning

Interest in finding out about things (for example: through books and television) reading for information, willingness to share reading and knowledge with others, level and length of concentration on an activity.

Current family circumstances that may affect your child

Information you feel may be relevant.

Your hopes for your child’s future, both in school and after he or she has left school

Your view on what can be achieved by your child.

Your child’s own views

Your child’s opinions are also very important. You may wish to talk to your child yourself and record his/her views or they may record them in writing or pictorially. Please send us your child’s contribution with your own and we will consider them both.

Further help in providing your advice

You may want further help to go into detail about some of these things. Many parents find it helpful to talk to the Educational Psychologist.

Voluntary groups such as “**Supportive Parents (SPSC)**” will also be able to give you further guidance.

You can also contact another local or national support group.

You may find the lists of local organisations or “**The Yellow Book**” useful.