



Parent to Parent

THE NATIONAL CURRICULUM

Pupils aged 5 to 16 in state schools must be taught the National Curriculum. This is divided into four 'Key Stages' that depend on pupil's ages.

Year group	Reception	1	2	3	4	5	6	7	8	9	10	11
Age of pupils at end of year	5	6	7	8	9	10	11	12	13	14	15	16
Key Stage	KEY STAGE 1		KEY STAGE 2				KEY STAGE 3			KEY STAGE 4		

During Key Stage 3 pupils must be taught the following subjects: English, mathematics, science, history, geography, design and technology, information and communication technology, modern foreign languages, art and design, music, physical education and citizenship. Pupils must also study religious education.

Levels of achievement

The National Curriculum sets standards of achievement in each subject for pupils aged 5 to 14. For most subjects, these standards range from Levels 1 through to 8. Pupils progress through the levels as they get older and learn more:

- most 7 year olds are expected to achieve Level 2
- most 11 year olds are expected to achieve Level 4
- most 14 year olds are expected to achieve Levels 5 or 6
- Using the following table you can compare your child's test result against the expected level for his or her age group.

Age	7 years	11 years	14 years
Key Stage	KS1	KS2	KS3
Level 8			Level 8 in maths only
Level 7			
Level 6			



Level 5			
Level 4			
Level 3			
Level 2a, 2b, 2c			
Level 1			

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	Beyond expectations
	At level expected
	Below expectations

- http://www.education.gov.uk/schools/performance/archive/ks3_05/k5.shtml

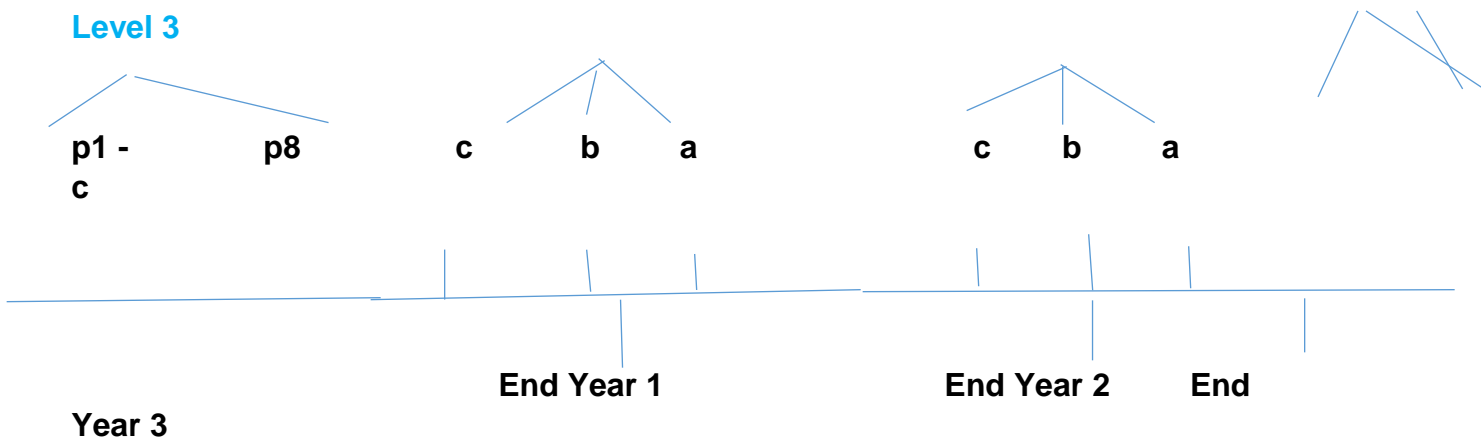
National Curriculum levels

P Levels

Level 3

Level 1

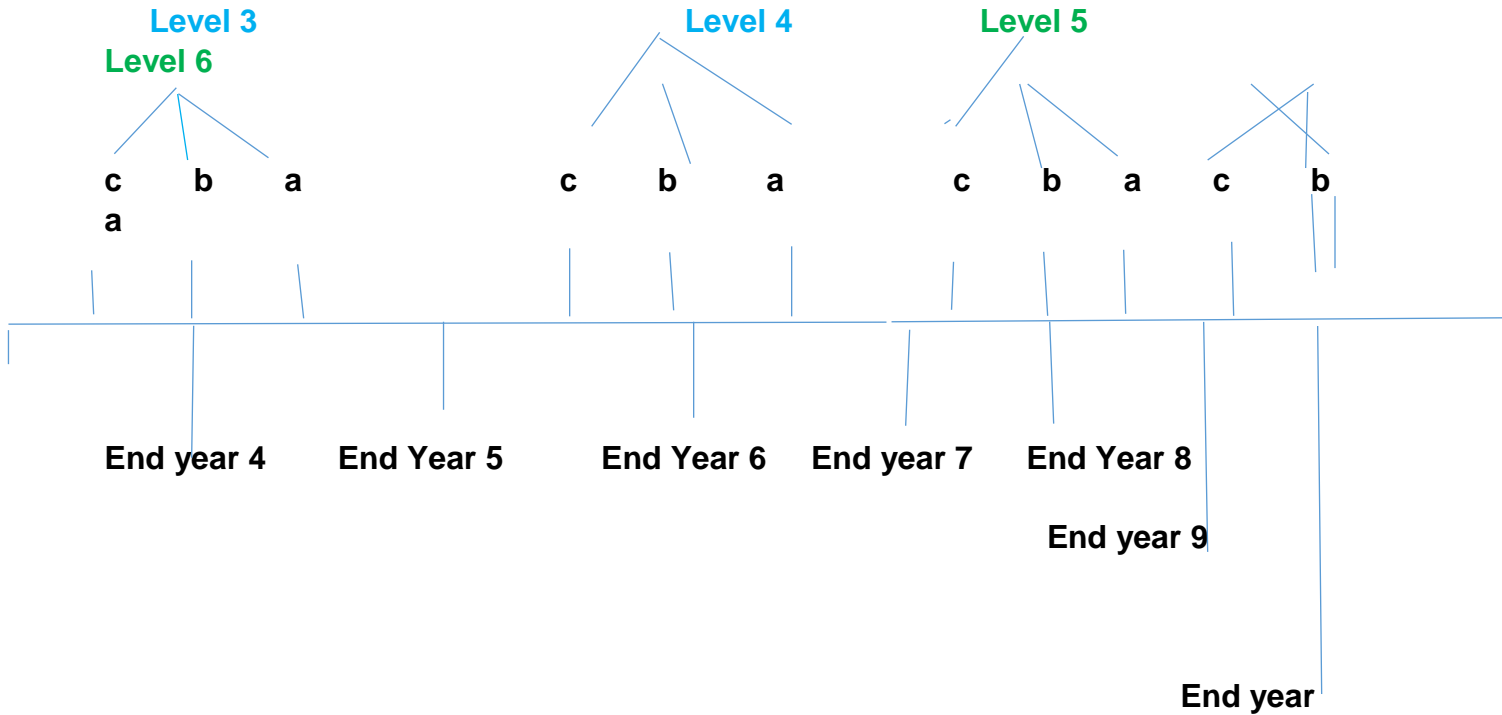
Level 2



These are the expected end of year assessment aims for children.



[P levels are also sub categorized into c, b, a levels. P levels are achievements gained before Before National Curriculum Levels are Evaluated starting at 1c.]



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These are the expected end of year assessment aims for children.

From September 2016 Children will be assessed still using these criteria but their attainment progress will be concluded on the end of year reports as :-

Working within the expected level of attainment for his/her age

Working towards the expected level of attainment

Working below the expected level of attainment

Working beyond the expected level of attainment

'When national curriculum levels were being used, the Department for Education suggested that a **child should progress two full levels per key stage**. Because KS1 covers only two



school years, this means that a child should have progressed one level per year (for example achieving Level 1B in Year 1, and Level 2B in Year 2). But as KS2 covers four school years, the expected rate of progress was slower – effectively half a level per year (for example, from a 3C at the end of Year 3 to a 3A at the end of Year 4).’

<http://www.theschoolrun.com/primary-school-grading-system-explained-for-parents>

The Local Authority [LA] or Local Education Authority [LEA].

[Different names for the local provision which is responsible for providing support in schools and maintain Statements of SEN ‘Special Educational Needs’ or Ehcps ‘Education Health Care Plans’.

- **The Local Authority [LA] has a duty of care to consider how a child or young person can be supported to achieve the “best possible educational and other outcomes”.**

Sen Code of conduct 2014

In this Code of Practice, where the text uses the word ‘**must**’ it refers to a statutory requirement under primary legislation, regulations or case law.

Part] Xi,

The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. Therefore, it is expected that all those who have a statement and who would have continued to have one under the current system, will be transferred to an EHC plan – no-one should lose their statement and not have it replaced with an EHC plan simply because the system is changing. Similarly, local authorities have undertaken LDAs for young people either because they had a statement at school or because, in the opinion of the local authority, they are likely to need additional support as part of their further education or training and would benefit from a LDA to identify their learning needs and the provision required to meet those needs. Therefore, the expectation is that young people who are currently receiving



support as a result of a LDA and remain in further education or training during the transition period, who request and need an EHC plan, will be issued with one.

Special educational needs (SEN)

Part] xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Part] xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Disabled children and young people

xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Part] xix. The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people



- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is

anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

Part] xxi. School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Part] xxiii. Here, and throughout this Code the term ‘parent’ includes all those with parental responsibility, including parents and those who care for the child.

Part] xxv

Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

1.1 Part 1.1] Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child’s parents
- the importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood



Part] 1.2 These principles are designed to support:

- the participation of children, their parents and young people in decision- making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

1.3 Part 1.3] Local authorities **must** ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision.

1.4 Part 1.4] Early years providers, schools and colleges should also take steps to ensure that young people and parents are actively supported in contributing to needs assessments, developing and reviewing Education, Health and Care (EHC) plans.

Specifically, local authorities **must**

- ensure the child's parents or the young person are fully included in the EHC needs assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan (Chapter 9)
- consult children with SEN or disabilities, and their parents and young people with SEN or disabilities when reviewing local SEN and social care provision (Chapter 4)
- consult them in developing and reviewing their Local Offer (Chapter 4)
- make arrangements for providing children with SEN or disabilities, and their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability (Chapter 2)



Part]1.6 Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

1.7 Part 1.7] Parents' views are important during the process of carrying out an EHC needs assessment and drawing up or reviewing an EHC plan in relation to a child. Local authorities, early years providers and schools should enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon. At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.

Part 1.11] Local authorities **must** consult children with SEN or disabilities, their parents, and young people with SEN or disabilities in reviewing educational and training provision and social care provision and in preparing and reviewing the Local Offer. It is important that they participate effectively in decisions about support available to them in their local area. Chapters 3 and 4 provide guidance on these duties.

Parent Carer Forums

Part 1.13] Parent Carer Forums are representative local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan, commission, deliver and monitor meet the needs of children and families. Parent Carer Forums have been established in most local areas and local authorities are actively encouraged to work with them. More information about Parent Carer Forums is available from the websites of Contact a Family and the National Network of parent Carer forums.

Identifying children and young people's needs

Part] 1.14 Local authorities **must** carry out their functions with a view to identifying all the children and young people in their area who have or may have SEN or have or may have a disability (Section 22 of the Children and Families Act 2014).

Part] 1.17 A child's parents, young people, schools and colleges have specific rights to request a needs assessment for an EHC plan and children and their parents and young people should feel able to tell their school or college if they believe they have or may have SEN. The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. Therefore, it is expected that all those who have a statement and who would have continued to have one under the current system, will be transferred to an EHC plan – no-



one should lose their statement and not have it replaced with an EHC plan simply because the system is changing. Similarly, local authorities have undertaken LDAs for young people either because they had a statement at school or because, in the opinion of the local authority, they are likely to need additional support as part of their further education or training and would benefit from a LDA to identify their learning needs and the provision required to meet those needs. Therefore, the expectation is that young people who are currently receiving support as a result of a LDA and remain in further education or training during the transition period, who request and need an EHC plan, will be issued with one.

Part] 1.21 Parents of children who have an EHC plan and young people who have such a plan have a right to ask for a particular educational institution to be named in the plan and for a Personal Budget for their support. Guidance is given in Chapter 9.

Part 1.23] When carrying out their statutory duties under the Children and Families Act 2014, local authorities **must** do so with a view to making sure that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014). Local authorities **must** work with one another to assess local needs. Local authorities and health bodies **must** have arrangements in place to plan and commission education, health and social care services jointly for children and young people with SEN or disabilities (Section 26). Chapter 3 gives guidance on those duties.

High quality provision to meet the needs of children and young people with SEN

Part] 1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

A focus on inclusive practice and removing barriers to learning

Part]1.26 As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.

Part]1.27 Where a child or young person has SEN but does not have an EHC plan they **must** be educated in a mainstream setting except in specific circumstances (see below).



The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan

Part 1.28 The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Further education (FE) colleges manage their own admissions policies and are also prohibited from discriminating against disabled young people in respect of admissions. Students will need to meet the entry requirements for courses as set out by the college, but should not be refused access to opportunities based on whether or not they have SEN.

The United Nations articles which set out the rights of children and young people aged up to eighteen years. It is designed to offer prevention, provision and participation for all children and young people. Some of the articles relate directly to children and young people's involvement in decision-making

Best known. Articles 13 and 17 refer to accessing and receiving information.

Article 3 states that **children and young people's best interest** must be the most important part of decision-making and

Article 5 relates to the transfer of responsibility for rights as children's capacity evolves.

Care Standards Act 2000: Children's Rights Director: safeguard and promote the rights and welfare of children•

ECM Outcome UNCRC Keeping Healthy

Art 24: **the best health and medical care**

Art 33: protection from drugs Staying Safe



Art 2: protection from discrimination

Art 3: **best interest paramount**

Art 4: **government meet your rights**

Art 9: live with parents unless unsafe Economic Wellbeing

Art 26: **help if you are poor or in need**

Art 27: **standard of living to help you develop**

When **Every Child Matters: Change for Children** was introduced it was seen as a key new move to help promote the well-being of children and young people. The Government decided that this scheme would end following discussions amongst the coalition.

Any organisation that had the aim of providing a service to children and young people, whether that be the local authority, schools, police and other care providers, **had to ensure that they looked after the welfare of their clients**. It meant a multi-agency approach was developed and these organisations teamed up to share information to help children achieve and be a success. **It also meant that children were kept from harm, and had a chance to reveal how they felt in various situations.**

Aims And Outcomes Every Child Matters was a new approach that helped to bring about a change to the well-being of people up to the age of 19 in the UK. In order to do this the Government wanted to make sure that every child had the support they needed to: **Stay healthy Be safe Achieve economically Contribute to society positively Enjoy life !**

Every Child Matters 2013 overarching principles

1.3 There was broad agreement that five key outcomes really matter for children and young people's well-being:

_ **being healthy:** enjoying good physical and mental health and living a healthy lifestyle

_ **staying safe:** being protected from harm and neglect and growing up able to look



after themselves

_ **enjoying and achieving:** getting the most out of life and developing broad skills for adulthood

_ **making a positive contribution:** to the community and to society and not engaging in anti-social or offending behaviour

_ **economic well-being:** overcoming socio-economic disadvantages to achieve their full potential in life.

Ipsa support line and website: - for La /LEA support with SEN

www.ipsea.org.uk

There is also a helpline number to call: 0300 061 0614

Ipsa provide support with schools/La's and tribunals

LOCAL AUTHORITY COMPLAINTS

Complaints about local authority services should be made to the most senior education officer, usually called the Chief Education Officer, Director of Children's Services or Director of Education.

Parents have to give the local authority the opportunity to put things right before they take up a matter elsewhere, e.g. with the Local Government Ombudsman, or the Secretary of State.

Requesting help/support /CDC referral etc

..... [Name of child]. needs a referral to the CDC for an assessment of his/her social and emotional needs and his/her global developmental needs with regards to the probable



diagnosis of an Autistic Spectrum Disorder/ social and communication difficulties/ Adhd /Global development delay/speech language and communication difficulties.....

This will ensure that early intervention allows practitioners and his/her mother/parents to have the tools and support to meet his/her needs and give [Name] the greatest chance of meeting his/her full potential, in accordance with Every Child Matters guidance. Taking a child centred approach to children's developmental needs is a priority in promoting their learning and development outcomes. In addition, social and emotional difficulties significantly impact on a child's learning and development, as do communication difficulties. All areas of child development are interconnected, thus any specific areas of difficulty / disability impact on others.

Formally assessing [Names] needs is essential to ensure that practitioners and [Name] mother/parents are able to differentiate the curriculum and or implement changes to facilitate an effective learning and developmental environment to support his/her needs. Thus, nurturing and scaffolding his/her learning and development in all areas. Furthermore, it avoids children developing low self-esteem and lack of confidence in their abilities.

I am sure you are aware that environmental factors have a significant impact on children's learning and development. And that environmental factors can significantly impact on a child's psychological well-being and academic potential. [Such as an inappropriate school setting for a child with multiple learning difficulties and disabilities and complicated health problems/ disabilities].

As you are aware early intervention is a crucial part of this process which begins by a child's needs being recognised. These needs have been recognised by her mother, close family and

Coping at school is a common presentation for children with learning difficulties and or with social emotional communication difficulties, whereby they give the illusion of coping at school and internalise their struggles and proceed to have 'meltdowns at home'.



In addition, children are typically overlooked and believed to be 'ok' leaving diagnosis until much later in their chronological development which is not acceptable practice. Which contradicts early Intervention.

If early intervention is not being actioned and [Name] needs are being greatly neglected by various practitioners and professionals. He/she needs an effective environment which facilitates a differentiated curriculum and visual aids to support his/ her learning and development. A formal diagnosis will inform teaching strategies and enable his/her provision to be adapted to meet his/her needs, providing [Name] with the opportunity to reach his/her full Every Child Matter's academic potential.

Furthermore, supportive interventions such as small group and or 1:1 work will support his/her social emotional development and psychological well-being. And his/her mother/parents would benefit with support and tools to help [Name] at home, such as help making a visual timetable/ behaviour management

[List your concerns re your child's delayed or different development]

The above observations are developmentally not age or stage appropriate when compared to an IEALD or similar. Namely, Piaget's theory of expected age and stages of children's development, 'normal developmental ranges'. In addition, compared to his/her peer group these behaviours are significantly more apparent. These behavioural tendencies typically present at home [or where they occur] and with family members in his/her 'safe environment'.



Gp's or the school can both request a CDC referral.

If a child development centre referral is refused or declined, then you have other options. You can request an assessment by an educational psychologist or someone with expert training, such as a specialist teacher.

And or

For some children, it may be necessary to seek the guidance and support of a speech and language therapist, especially if the child is showing difficulties in their use of receptive or expressive forms of language and communication. [understanding language and using language]

If the LA fail to meet your child's needs they are **failing in their Statutory Duty of Care.**]

Tracey Hennighan

22q mum

Child care practitioner

25+ years childcare experience

Independent child development consultant