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This Factsheet is one of a series produced for parents and groups concerned with the care of disabled children. A full list of Contact a Family publications is available on request.

Introduction

This factsheet is a brief guide to the procedures for identifying, assessing and making provision for children's special educational needs. **The Special Educational Needs and Disability Act 2001** has changed previous legislation on special educational needs (Part 4 of the Education Act 1996) and introduced new anti-discrimination duties on education providers.

There is a **Code of Practice** for special educational needs which provides practical advice to Local Education Authorities (LEAs), maintained schools and early education settings to carry out their statutory duties.

Definitions

What are special educational needs?

Special Educational Needs (SEN) has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. The SEN Code of Practice for Wales includes within the definition children who have a considerably greater difficulty in learning than others the same age. It also includes children who cannot use the educational facilities which other children of a similar age use because of their disability. Children under school age who would fall into either category if they didn't have extra help are also included.

Types of School/Education Provision

Independent School A school which is not maintained by an LEA and charges fees but may be approved by the Secretary of State as being suitable for children with special educational needs.

Maintained School A school maintained by an LEA, including community voluntary aided and foundation schools.

Non-Maintained Special School A special school in Wales which is not maintained by an LEA and charges fees. They are usually run by a charity or charitable trust.

Portage Home based educational support for pre-school children with special educational needs.

Pupil Referral Unit (PRU) A school or unit maintained by an LEA to provide education for pupils who are not able to attend school because of illness, exclusion or other reason.

Special School A school just for children with special educational needs.

Glossary

The following is an explanation of some of the abbreviations and terminology that parents may come across. If you do not understand anything that a professional says or writes about your child, do not be afraid to ask them for an explanation.

CDC Child Development Centre – a centre housing various health and other professionals. A pre-school child may be referred to such a centre for an assessment of their needs. Some centres will house playgroups, nurseries and/or parent support groups.

EBD emotional and behavioural difficulties.

EP Educational Psychologist – a person who assesses a child or young person's learning and emotional needs. To do this, the psychologist observes the child, uses psychological tests and meets with the child, parents, teachers and other professionals.

ESW Education Social Worker (also known as Education Welfare Officer **EWO**) – a person employed by an LEA to help parents and LEA's meet their responsibilities on school attendance.

IEP Individual Education Plan - a document for teachers to record short-term targets and strategies for an individual pupil that are **different from** or **additional to** other pupils in his/her class.

LSA Learning Support Assistant (also known as Teaching Assistant) - a person providing support for an individual pupil or group of pupils with special educational needs and/or disabilities.

LEA Local Education Authority - local government body with a wide range of responsibilities for children's education. For children with special educational needs this includes carrying out statutory assessments and maintaining statements of special educational needs.

MLD moderate learning difficulties.

NAfW National Assembly for Wales.

ESTYN A government department responsible for the inspection of all schools in Wales, see Web: <http://www.estyn.gov.uk>

SENCO Special Educational Needs Co-ordinator – member of staff of a school or early education setting who has responsibility for co-ordinating SEN provision within that school. This may be a headteacher or deputy in a small school.

SLD Severe Learning Difficulties

SpLD Specific Learning Difficulties - this term may be used to describe dyslexia and related difficulties.

WAG – Welsh Assembly Government.

Background

If the LEA believes that your child has special educational needs which need extra educational provision, it may decide to assess. Your consent is needed for this if your child is under two years of age. You also have the right to request an assessment under this age.

For children aged two and over the LEA will inform you of its decision to assess and how this will happen. You can also request an assessment and the LEA must carry this out unless your child has had an assessment in the last six months or the LEA considers it unnecessary, having looked at the evidence.

The process of assessment

The following "graduated response" to a child's special educational needs are set out in the **Special Educational Needs Code of Practice for Wales**. This sets out the key principles for identifying, assessing and reviewing SEN. There is an emphasis on a graduated response, highlighting the importance of early identification of a child's SEN.

Educational assessments for children under 2

If your child has a particular condition or health problem which has caused concern from an early age, they may be referred to the LEA for an assessment. If you, as a parent, request an assessment this must be carried out. This assessment does not need to follow the statutory procedures that are applicable for children over 2. Statements for children under two are rare. The LEA should first consider individual support based on a child's need. If a statement is made it is usually because the child has complex needs or a particular service is required e.g. home-based teaching.

Educational assessments for children under compulsory school age and over 2

Early Years Action - If it is felt a child needs support additional to or different from that provided as part of the usual curriculum on offer, interventions will be agreed by the SENCO and child's teacher. Parents should be informed and consulted at this stage and in regard to any further action.

Early Years Action Plus - this stage is when outside support services or more specialist advice is sought to help a child's development.

Requests for a statutory assessment - for some children the stages above are not enough to meet their additional needs. It is at this stage that the education provider, with the parents and anyone else involved with the child, should consider a request for a statement. This can be made by you as a parent, or it may be from one of the professionals who has contact with your child. However, if you as a parent request an assessment, the LEA will still need to contact the professionals working with your child for evidence of your child's additional needs.



Educational assessments for children attending school

Some children will have had their special educational needs identified before attending school – for others this is not the case. If you as a parent have concerns about your child you can express them and ask for an informal assessment. The levels are similar to a child attending an early years setting.

School Action - This is the level at which a teacher or SENCO identifies a child with SEN who needs additional or different support to that given as part of the general curriculum. Parents should be informed of, and consulted on, this and any further action.

School Action Plus - This results in the request for help from outside services or specialist help to meet a child's needs. This should be done after a meeting with parents, SENCO and other colleagues involved with the child.

Request for a Statutory Assessment - Where it is felt the child still has extra needs which have not been met in the previous stages, the school may ask for a statutory assessment of the child. Again parents also have the right to ask for a statutory assessment of their child but it is worth remembering that the LEA will still need to contact your child's school and other professionals for evidence of their needs. An LEA may consider the request but then decide not to proceed with this statement. A parent then has a right to appeal to Special Educational needs Tribunal for Wales (SENTW) (see page 7) but should also continue to negotiate with the LEA.



Your child's statutory assessment

This is a detailed multi-professional examination to find out exactly what your child's special educational needs are. It includes reports from the school or education adviser, an educational psychologist, a doctor and any social services or health professionals involved with your child (such as health visitor or therapist). Parents are also asked to give a report (for further information see Parental Advice section below) which can include details of professionals you would like consulted e.g. child's GP. An assessment should also include, where possible, the views of the child.

The letter proposing formal assessment will give you not less than 29 days notice and will tell you of your right to send in comments in English or Welsh including whether there are any additional people you would like the LEA to consult. The LEA will also give you the details of a Named LEA Officer, who you can contact for more advice. You should also be given the details of the local Parent Partnership Service (see page 8) which can help with details about other independent sources of help such as independent parental supporters or voluntary organisations. This is an important time to put forward your views and let professionals know about what help you feel your child needs. Parental contributions are vital in this process.

Parental advice

As part of the statutory assessment the LEA must ask for your views and any information you want to give about your child. This is called Parental Advice. The LEA should send you guidelines to help you record your advice. If you having difficulty in writing your views you can ask your Named LEA Officer to arrange for someone to write down your views and information for you (your local Parent Partnership Service (see page 8) may also be able to assist). Your views, your child's views and any written private advice you have or can obtain will be circulated to other advice givers and taken into consideration as part of the statutory assessment. **Remember that you know the most about your child and your views and the information you provide is very important.**

Assessment timetable

Considering whether a statutory assessment is necessary	6 weeks
Carrying out the assessment and deciding whether or not to produce a Statement	10 weeks
Drafting the proposed Statement or Note in Lieu	2 weeks
Finalising proposed Statement	8 weeks
Total	26 weeks

Pupil participation

The United Nations Convention on the Rights of the Child says that children who are capable of forming views have a right to receive information, to give an opinion and to have that opinion taken into account in any matters affecting them.

The SEN Code of Practice for Wales says that children should, where possible, take part in all the decision-making processes that take place in education. This includes: setting learning targets; choosing a school; contributing to the assessment of their needs; the annual review; and transition processes. It also says that children and young people who attend special schools should be given the same chances to take part in decisions about their education. However, children may need extra support and time to express their views.

A child or young person may prefer to give their views through a parent or other family member. Or perhaps through an independent supporter such as an advocate, social worker, health professional or through another pupil. It is also known that parents and children may have different views and both should have their views listened to and recorded separately with respect for any differences of opinion.

Result of the assessment

The LEA will inform you of its decision of whether or not to issue a Statement in writing. If it is felt your child needs extra provision to meet his/her SEN, you will be sent a Proposed Statement. This should outline your child's special educational needs and ways in which each of those needs should be met. It will not name a school but may give details of the type of school your child needs, for example a special school. You should also be sent copies of all the reports that were used on which the Statement was based.

You have 15 days to give the LEA your opinions about the Proposed Statement or you can ask for a meeting to discuss it with an LEA officer. You can ask for further meetings as long as they are requested within 15 days of the last meeting. However, after a few meetings the LEA may decide they are unable to complete the statement within the time limits. You can take someone to the meeting with you, such as a friend, relative or Independent Parental Supporter.

Checking the proposed statement

The Statement is split into 6 parts as follows:

Part 1 – Introduction gives your child's details

Part 2 – Special Educational Needs outlines any areas of difficulty your child experiences

Part 3 – Special Educational Provision should give details of all provision to be made directly relating to all needs listed above and arrangements for monitoring progress.

Part 4 – Placement school, or other educational provision, where the child will attend, to be left blank in proposed Statement

Part 5 – Non-educational needs those which are agreed by social services, health or other agencies and the LEA

Part 6 - Non-educational provision provision made by health, social services or other agencies and how it will be met

Tips

When you read through the proposed Statement it is important to check the following:

- That it lists all of your child's needs and difficulties
- That it lists all the provision needed by your child
- That the numbers of hours extra help are specified.
- Details are given of any special equipment your child needs
- That it is written in clearly understood language (highlight any words or phrases that you do not understand and ask for an explanation.)
- It is important that you check that all the needs which have been identified are matched to a specific provision and that you are sure who will provide the service.

It is very important that you do not accept the Proposed Statement if you are unhappy with any part of it. Remember that discussion at this stage is very important – keep negotiating wherever possible!!! Although this could mean that the LEA does not have to comply with the time limits. Please also remember that although a parent can express views about a statement the LEA is under no obligation to revise the statement in accordance with those views.

Speech therapy

It is important where speech therapy is recorded in the Statement. The SEN Code of Practice for Wales says that it could be recorded in part 3 or part 6 of the Statement or both. However, as communication is such an important part of a child's learning, it says it should be listed as educational provision (part 3) unless there are "exceptional reasons for not doing so" something which is backed by case law which means that if speech therapy is listed in part 3 the LEA have a statutory duty to provide it.

Choosing a school

As a parent you can express a preference for a school (maintained or independent) and the LEA must go along with your preference unless it feels it is unsuitable for your child or sees it as beyond its resources. The Proposed Statement will not name a school but the LEA should send a list of maintained schools and non-maintained or independent schools approved by the Secretary of State. Unless a parent indicates otherwise a child should be educated in mainstream except where there will be an adverse effect on other pupils. The LEA does not have to pay for fees for your child if you choose an independent school but it must maintain your child's Statement and review it annually. However, if an independent school is the only place that can meet your child's needs an LEA can name the school and pay the fees.

Transport to school/transport costs

LEAs should have clear policies concerning transport to school, bus passes and other means of paying transport costs for a child with special educational needs. If a parents' preferred school is further away from home than another school that can meet their child's needs, it is open to the LEA to name the school preferred by parents on condition that the parents agree to meet all or part of the transport costs. Transport should only be recorded in Part 6 of the statement in exceptional cases where the child has specific transport needs.

Note in lieu of statement

The LEA may decide that the child's needs can be met within the school's own resources and decide not to issue a Statement, but may issue a Note in Lieu of Statement. This must include copies of all the reports collected during the assessment. The LEA should also send details of how to appeal and of disagreement resolution services.

Inclusion in mainstream

The SEN and Disability Act places an emphasis on the inclusion of children with special educational needs. The SEN Code of Practice for Wales says that:

"1:5 the special educational needs of children will normally be met in mainstream schools or settings."

Under this legislation, since September 2002 a child who has a disability and is discriminated against may be able to challenge this. It is the duty of the responsible body, who may be the governing body, the Local Education Authority or the proprietor of the school, to ensure that the school meets the requirements of this new law. A disability is defined as "a physical or mental impairment, which has a substantial and long-term effect on a person's ability to perform normal, day-to-day activities". This includes a range of conditions for example mobility and sensory difficulties, mental health issues, epilepsy, AIDS, diabetes, and muscular sclerosis.

It is now against the law for any education provision to discriminate against a disabled child in any aspect of their education. This includes:

admissions, unless this is part of a permitted form of selection;

Education and related services e.g. school trips, the curriculum and teaching and learning.

A school would be classed as discriminating against a child if the child is treated 'less favourably' and this cannot be justified. It would be justified if the school could show that it was done for a 'material and substantial' reason. The reason must relate specifically to the child concerned and be significant.

The other aspect of the legislation where discrimination may occur would be if a school failed to take 'reasonable steps' to make sure that the child was not significantly disadvantaged compare to other children e.g. making specific arrangement so that the child can sit public examinations.

It must be noted that the child does not need to have a statement of special educational needs (SEN) to come within this law. For example a child with eczema may not have a statement but may fall within this legislation. It is also the case that a child may have SEN but not fall within this legislation. In addition this law does not require schools to provide support aids and services, such as interpreters or Braille, as this is done under the SEN provision.

This law also requires schools to have available to parents/carers information about how they are going to make the buildings and the curriculum more accessible for pupils.

More information about Education and Disability Discrimination, including the leaflet "A Guide for Parents", is available from the Disability Rights Commission (see Useful Contacts on page 9).

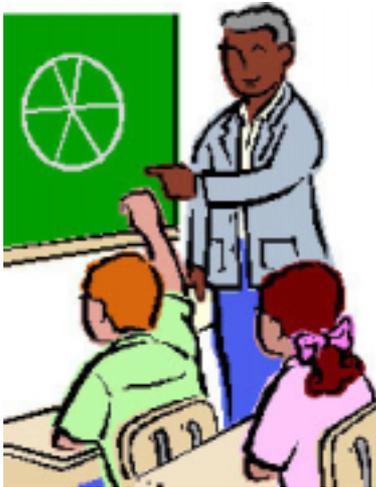
Details on how to appeal if you think your child has been discriminated against can be found on page 7 of this factsheet.

Welsh language

The SEN Code of Practice for Wales clearly outlines the responsibilities LEAs and schools have under the Welsh Language Act 1993. This means that English and Welsh Languages should be treated equally. Parents should have the opportunity to communicate in the language of their choice. Sections 1:7 to 1:15 of the Code of Practice gives further details of how meetings, assessments, support services and children's education should be provided in relation to the Welsh Language.

The Final Statement

If you agree with the Proposed Statement the LEA will issue you with a Final Statement which will include the details of a school. If you reject the Proposed Statement the LEA will send you a Revised Proposed Statement. This will include a named school. If you are still unhappy about it you have the right to appeal to SENTW.



Appealing

The Special Educational Needs and Disability Tribunal for Wales (SENTW) has the role of hearing parents' appeals against LEA decisions affecting children with SEN and disabilities.

In general, it is good practice for LEAs and parents to reach agreement, wherever possible, without formal tribunal hearings. However, a parent must be careful not to be out of time when lodging an appeal. A parent can lodge an appeal and continue negotiating with the LEA. All LEAs must provide disagreement resolution services. These independent services can help resolve difficulties between parents and LEAs or explore other courses of action. In cases where parents have already placed an appeal to SENTW, they still have the right to continue with disagreement resolution. Appeals to the Tribunal must be lodged within 2 months of an LEA's decision and can be made if an LEA:

- Refuses to carry out a formal assessment of your child's SEN or refuses to issue a Statement of a child's SEN following a formal assessment;
- Gives a description of a child's SEN (in part 2 of Statement) which parents wish to challenge;
- Recommends educational provisions (in part 3 of Statement) which parents wish to challenge;
- Names a school in part 4 of the statement which you do not agree with or does not name a school in this section. You can also appeal if the LEA refuses to change the named school on a statement which is at least a year old;
- Refuses to re-assess a child's SEN when no new Statement has been made for 6 months;
- Decides not to maintain a statement;
- Decides not to change a statement after a re-assessment.

(Remember that if the LEA is satisfied that you are making suitable arrangements for your child, the LEA does not have to name a school in part 4 of the Statement. If you are making your own arrangements you can still appeal.)

Excluded from the Tribunal Process are:

The LEA refusing to name an independent or non-maintained school when you ask for a change in a Statement which was at least a year old

The manner in which the LEA carried out the assessment and/or the time it took

The LEA's scheme for providing the help set out in the Statement

The way in which the school is tackling the child's SEN

Non-educational needs referred to in the Statement of SEN (parts 5 & 6) or how those needs will be met

If the LEA will not change the Statement after an annual review.

Appeals to the Tribunal can also be made regarding Disability Discrimination. This is separate from SEN and is based on a definition of disability quoted on page 6. The Appeal must be lodged within 6 months of an LEA providing its final written decision. However, this is extended by a further two months if the Disability Rights Commission's (DRC) conciliation service is used. It can be used to make appeals about:

Admissions, including any terms attached to the offer of a place;

Education and Associated Services, including school sports, school trips and lunch and break times

Exclusions, whether they are permanent or for a fixed period.

You cannot appeal to the Tribunal about:

Admissions to, and permanent exclusions from, maintained schools.

More information about appeals, including booklets "*Special Educational Needs: How to appeal*" and "*Disability Discrimination in Schools: How to Make a Claim*", are available from:

Special Educational Needs Tribunal for Wales, Unit 32, Ddole Road Enterprise Park, Powys LD1 6PF
Tel: (01597) 829800
e-mail: tribunalenquiries@wales.gsi.gov.uk
Web: <http://www.sentw.gov.uk>

For complaints about the administration of the Statementing procedure not covered by the Tribunal, you can contact:

Local Government Ombudsman for Wales, Derwen House, Court Road, Bridgend CF31 1BN
Tel: (01656) 661 325
Web: <http://www.ombudsman-wales.org>

Parent partnership

Parent Partnership Services provide independent advice, support and information to parents and carers whose children have special educational needs at all stages in the process from School Action to appeals regarding Statements. All LEAs must make arrangements for such services and in Wales these are currently provided by independent voluntary organisations. The aim of Parent Partnership Services is to ensure that parents have access to information, advice and guidance in relation to the special educational needs of their children so that they can make informed decisions.

Parent Partnership Services are expected to provide a range of services including access to an **Independent Parental Supporter** for any parent who wants one. An **Independent Parental Supporter** is someone who can support parents, for example, by attending meetings, encouraging parental participation and helping parents to understand the SEN procedures. Independent means someone who is not involved in the decision-making process and can be someone from the Parent Partnership Service, a voluntary organisation, another parent or a friend. Parent Partnership Service contact details are listed under Local Contacts on page 9.



Annual review

All statements (other than those for children under 2) must be reviewed at least annually. The annual review is to discuss both the progress the pupil has made and whether any changes need to be made to the statement. Your views and that of your child are an important part of the review. The timing of annual reviews should reflect the circumstances of the child, such as changing schools. When a child is moving on to another school, the annual review should be held in the summer term.

Year 9 Annual Review

The annual review in Year 9 (which must involve Careers Wales and should involve other agencies with a major role in the young person's post-school life), and following annual reviews until the young person leaves school, must include the drawing up and reviewing of a **Transition Plan**. The Transition Plan brings together information to plan for a young person's move into adult life. Transition plans should not only include post-school arrangements, they should also plan for on-going help in school as identified in the statement of special educational needs. (For more detailed information about transition planning, please see the **Contact a Family** factsheet "*Transition in England and Wales*")

Key documents

Special Educational Needs Code of Practice for Wales – This document published by the Welsh Assembly, gives guidance on special educational needs. Early years settings, schools and Local Education Authorities must have regard to it when considering a child's special educational needs.

Handbook of Good Practice for Children with SEN - This document currently being developed by the Welsh Assembly Government will provide additional guidance for teaching staff and should be read in conjunction with the Code of Practice for Wales.

Special Educational Needs: Information for parents and carers of children and young people who may have Special Educational Needs - This guide provides information on the stages of assessment and the statementing process as well as information about further sources of information.

Pupil Support and Social Inclusion NAfW Circular 3/99 – Children with Special Educational Needs – this guidance aims to encourage social inclusion and raise standards for children with SEN.

All of the above publications will be available from the Welsh Assembly – see useful contacts.

Local Contacts

Parent Partnership Services

Flintshire

Parent Partnership Service, c/o Flintshire CAB District Office, The Annexe, Terrig House, Chester Street, Mold CH7 1EG Tel: (01352) 706846

Wrexham

Parent Partnership Service, c/o Wrexham and District Citizen Advice Bureau, 35 Grosvenor Road, Wrexham LL11 1BT Tel: (01978) 364639

Cardiff, The Vale of Glamorgan, Powys, Newport

SNAP Cymru, 10 Coopers Yard, Curran Road, Cardiff CF10 5NB Tel: (029) 2038 4868
e-mail: cardiff@snapcymru.org

Caerphilly, Rhondda Cynon Taff, Merthyr Tydfil, Torfaen, Monmouthshire, Blaenau Gwent

SNAP Cymru, 89 Talbot Road, Talbot Green, Pont-y-Clun CF72 8AE Tel: (01443) 220150
e-mail: morganwg@snapcymru.org

Swansea, Neath Port Talbot, Carmarthenshire, Pembrokeshire, Ceredigion, Bridgend

SNAP Cymru, Canoldre Centre, Jockey Street, Swansea SA1 1NS Tel: (01792) 457305
e-mail: swansea@snapcymru.org

Denbighshire, Conwy, Gwynedd, Anglesey

SNAP Cymru, 24 - 26 Stryd Fawr, Caernarfon, Gwynedd LL55 1RH Tel: (01286) 677899
e-mail: gogledd@snapcymru.org

Useful contacts

There are some groups and organisations which can help and advise parents through the various aspects of special education processes. You should not hesitate to contact anyone if you wish to ask for their help and advice. If you're not happy with the advice that a professional is giving it may help to talk to someone who is independent and impartial. You may find the following addresses useful:

SNAP Cymru

Head Office
10 Coopers Yard
Curran Road
Cardiff CF10 5NB
Tel: 029 2038 8776
Web: <http://www.snapcymru.org>
Supports parents through all aspects of the statementing process in Wales.

Welsh Assembly Government

Pupil Support Division
Cathays Park
Cardiff CF10 3NQ
Tel: 029 2082 6078 (Public Enquiries)
Web: <http://www.learning.wales.gov.uk>
Publishes statutory guidance on education.

ACE (Advisory Centre for Education)

1c Aberdeen Studios
22 Highbury Grove
London N5 2DQ
Tel: 0808 800 5793 Freephone Advice Line (Mon – Fri,
2pm – 5pm)
Tel: 020 7704 9822 Exclusion Helpline
Web: <http://www.ace-ed.org.uk>
ACE offers free guidance and advice on all aspects of state education. It publishes a very comprehensive handbook on special education (8th edition costing £12.00) as well as leaflets on other education topics. Ask for a publications list or download from their website.

CSIE (Centre for Studies on Inclusive Education)

New Redland
Frenchay Campus
Coldharbour Lane
Bristol
BS16 1QU
Tel: 0117 328 4007
Web: <http://www.inclusion.org.uk>
CSIE gives information and advice about educating children with special educational needs within ordinary schools. It has a series of factsheets, some free and some for a small charge. Send for a full publications list.

Disability Rights Commission Helpline

Freepost
MID02164
Stratford-Upon-Avon CV37 9BR
Tel: 08457 622 633 (Mon - Fri, 8am-8pm)
Web: <http://www.drc-gb.org>
Provides advice and information about all aspects of Disability Discrimination including in education.

Education Otherwise

PO Box 7420
London N9 9SG
Tel: 0870 730 0074
Web: <http://www.education-otherwise.org>
Provides support and information for families whose children are being educated outside school. The telephone number gives recorded information of local educators.

IPSEA (Independent Panel for Special Educational Advice)

6 Carlow Mews
Woodbridge IP12 1EA
Web: <http://www.ipsea.org.uk>
IPSEA has independent experts who give advice to parents and carers who are uncertain about, or disagree with, the LEA's view of their child's Special Educational Needs. They offer a free Representation Service.

Network 81

1-7 Woodfield Terrace
Stansted CM24 8AJ

Tel: 0870 770 3306 (Mon - Fri, 10am-2pm)

Web: <http://www.network81.co.uk>

Network 81 offers information, guidance, help and advice on the Education Act and special educational needs provision. They also offer a Befrienders Service.

Parents for Inclusion

Unit 2

70 South Lambeth Road
London SW8 1RL

Tel: 0800 652 3145 Inclusion Helpline (Tues - Thurs,
10am-12noon and 1pm-3pm)

Web: <http://www.parentsforinclusion.org>

Promotes the rights of disabled children to attend their local mainstream school

Nisai Satellite School

Milton Road

Harrow HA1 1XB

Tel: 020 8424 8475

A distance learning service offering the UK national curriculum for pupils whose education is disrupted (aged 8-18)

Rathbone Special Educational Needs

Churchgate House

56 Oxford Street

Manchester

M1 6EU

Tel: 0800 917 6790 Special Educational Advice
Line (SEAL)

Tel: 0800 085 4528 Asian SEAL

Web: <http://www.rathbonetraining.co.uk>

Gives general advice about all aspects of SEN to parents, carers and professionals

Contact a Family has information on local and regional parent support groups around the country that have a particular interest in special education issues. Most of the large charities and organisations that deal with different disabilities e.g. RNIB (visual impairment), Mencap (learning disabilities), Scope (cerebral palsy), AFASIC (speech and language impairment), The Down's Syndrome Association, The National Autistic Society and many more have their own education advisers or produce guides to various aspects of education. For further details about these organisations call our freephone helpline on 0808 808 3555 (Mon-Fri, 10am-4pm) or Contact a Family Wales on Tel: 029 2049 8001



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