



What is your child like now? (continued)

Behaviour at home

- Co-operates, shares
- listens to and carries out requests
- responds to praise or encouragement
- helps in the house, offers help, fits in with family routine and 'rules'
- Moods good and bad, sulking, temper tantrums, affectionate or not

At school/nursery/playgroup/pre-school

- relationships with other children and teachers,
- progress with reading, writing, number, other subjects and activities at school
- How has the school helped/not helped?
- Have you been asked to help with school work and with what result?
- Does your child enjoy school?
- What does your child find easy or difficult?

Your General Views

- What do you think your child's special educational needs are?
- How do you think these can be best provided for?
- How do you compare your child with others of the same age?
- What is your child good at or what does your child enjoy doing?
- What does your child worry about? Is he or she aware of difficulties?
- What are your worries or concerns?
- Is there any other information you would like to give about the family - perhaps major events that you think might have affected your child?
- How do you think your child's needs affect the needs of the family as a whole?
- With whom would you like more contact?

😊 Additional Information

There may be other people who know your child and can help with advice about your child's needs.

Include any reports from other professionals who are involved with your child that you would like to be considered.

Are there any other people you would like to give advice?
If so ask the City Council to contact them.

😊 Child's or Young Person's Views

- Does your child realise that he or she has difficulties?
If so, what are your child's views on how he or she would like to be helped in school?
- How has your child told you?
- Please include this information in your contribution, as your child's views are very important.



For further information about or help with your written contribution contact:

Plymouth Parent Partnership Service

Martins Gate, Bretonside, Plymouth PL4 0AT

Telephone: 01752 258933 Email: parent.partnership@plymouth.gov.uk

www.plymouthparentpartnership.org.uk





Parents' contribution to statutory assessment



- Impartial
- Confidential
- Free



Parents' contribution to statutory assessment

Statutory Assessment is an in-depth assessment of your child by everyone who is involved, including you. Education, Health and Social Services professionals will be asked for their assessments of your child. Each will report on your child using their expert knowledge and skills.

To be most effective the process needs to give a whole picture of your child. You have a vital role to play in this.

You know your child better than anyone else. You see your child as a whole person. You can help the statutory assessment achieve the whole picture of your child.

If someone had never met your child, would they get a clear picture of your child: their day-to-day life, their strengths and their difficulties? This is the important part that you can add.

You may give your views in different ways. Your contribution can be short or long, typed or hand-written, on the form provided or on sheets of paper.

It is important that your child gives his or her views if appropriate. Plymouth City Council will provide a simple form for your child to record their views if they wish.

It helps if you respond as soon as you can.



Usually parents are given 29 days to send in their contribution. You can ask for extra time if you need it, for instance, if someone is helping you with your contribution.

You may want someone to discuss your contribution with you, or to help you write it. This is your choice and could be:

- a friend or relative
- someone from the Parent Partnership Service
- someone from a voluntary group

Your views, and those of your child, will be shared with other professionals involved and will be taken seriously.

The following guidelines on areas to write about are taken from the SEN Code of Practice. You do not have to use them. You can change the order, add bits or leave bits out. We suggest you use these four headings:

- The early years
- Your general views
- Additional information
- Your child or young person's views

Taking each of them in order, we have listed some of the kinds of things it would be helpful to include.

😊 The Early Years

- what do you remember about the early years that might help?
- what was your child like as a baby?
- were you happy about progress at the time?
- what advice or help did you receive and from whom?



☺ What is your child like now?

General Health

- eating and sleeping habits, general fitness
- absences from school, minor illnesses
- serious illnesses/accidents, periods in hospital any medicine or special diet?

Physical Skills

- walking, running, climbing, riding a bike, football or other games
- drawing pictures, writing,
- building bricks, doing jigsaws
- using construction kits, household gadgets, tools, sewing

Self-help

- level of personal independence - dressing, feeding, toileting, washing etc;
- making bed, keeping room tidy
- coping with day-to-day routine, pocket money
- general independence - getting out and about

Communication

- level of speech - uses single words, phrases, sentences; explains, describes events, people
- conveys information (e.g. messages to and from school), joins in conversation, understands and responds to others; uses telephone
- sings or joins in with singing
- points to things or communicates without words

Playing and learning at home

- how does your child spend time - watching TV, reading, hobbies
- favourite toys and activities
- concentration, playing alone, sharing
- pretend games /uses imagination with toys and/or with other children

Activities outside

- belonging to clubs, sporting activities, happy to go alone

Relationships

- with you, brothers and sisters, friends, with relations
- with other adults at home and 'outside'
- Does your child mix well or stay on his or her own?

