

Parents' Rights and Responsibilities

Parents as partners

'Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEN to achieve their potential.'

SEN Code of Practice 2:1

All parents are encouraged to be involved with their child's early years setting or school.

As a parent of a child with special educational needs, you may also have extra opportunities to become further involved in helping your child. For example, you may wish to become involved in a parent support group.

The school's* role in the partnership

The school should keep you informed and involved in a variety of ways:

- ❖ The school brochure must include a summary of how the school helps children with SEN
- ❖ School governors report once a year to parents on the school's SEN policy
- ❖ The school's SEN policy should contain details of arrangements for partnership with parents

The school will:

- ❖ share with you any concerns about your child (this can be done informally)
- ❖ inform you that special educational provision is being made for your child because s/he has special educational needs
- ❖ discuss with you the Individual Education Plan that records the support your child will receive
- ❖ inform you of the dates of meetings to review this Individual Education Plan
- ❖ invite you to attend meetings or give your views at School Action and School Action Plus

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- ❖ inform you of decisions made at review meetings
- ❖ inform you of any further action that is being taken as a result of a review of your child's Individual Education Plan
- ❖ ask for your consent if they wish to request a formal assessment of your child's needs by the LEA
- ❖ listen and respond to any concerns you have about your child

Your role in the partnership

You also have an important part to play in this partnership. You can help by:

- ❖ providing information on your child's health, development and his/her behaviour at home
- ❖ giving your views on your child's progress at school, factors contributing to any difficulty and actions which the school might take
- ❖ helping with the development of the Individual Education Plan (IEP) and how it is put into practice
- ❖ attending meetings about your child
- ❖ fulfilling your part in any home-school agreement
- ❖ helping your child with any programmes to be followed at home
- ❖ working with the school constructively to overcome any problems that may arise
- ❖ becoming involved in parent support activities

*Although early years settings work within a slightly different framework and structure, the same principles apply.