

Preparing for meetings:

You have the right to request a meeting with any professionals who have been involved with your child. There are a variety of reasons why you might want to initiate a meeting:

- Concerns about your child's progress
- Concerns about how any special educational needs/disability your child may have are being met
- Concerns about your child's behaviour, how it is being managed and the impact on their education

Ensure that you are clear as to **why** you would like a meeting.

Who do I need to meet with?

In the first instance you may want to meet with your child's class teacher, but if you feel that your child's needs have not been addressed you could request a meeting with the school's Special Educational Needs Coordinator (SENCO). There may be other professionals involved with your child from outside of the school, such as a speech and language therapist, specialist teacher etc., who you would also like to attend.



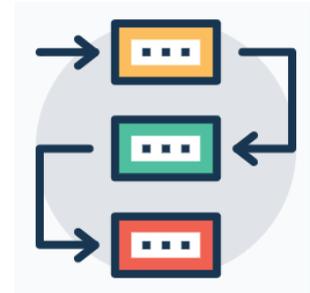
How do I request a meeting?

You could either contact the school directly by telephoning the school or visiting, but often sending an email or writing a letter with details of your concerns may be helpful in letting the school know what you wish to discuss during the meeting. A template letter can be found at the end of this factsheet.

How can I prepare for the meeting?

- Be clear in your mind why the meeting has been called
- Be clear what you would like to get out of the meeting
- Read any reports and relevant documents
- Highlight any concerns or questions you have
- Ask your child what their views are

A meeting form can be found at the end of this factsheet that may help you to prepare.



What should you take with you?

- A note pad and pen
- Any relevant reports or letters (e.g. medical)
- Any other useful information (own research)

Who could support you?

- A friend or relative who knows what you want to say
- A SENDiass Advisor
- Another professional

Any tips for the meeting?

During the meeting:

- Make sure everyone introduces themselves and that you are clear about their roles and responsibilities.
- If anyone is going to take notes, ask for a copy (or take your own notes). Action points particularly should be recorded and agreed before the meeting ends.
- If anything is said which you do not understand, ask for an explanation.
- Try to focus on solutions, you could use questions such as:



- Where are you currently, in the assess, plan, do, review process for my child?
I'd like to be involved in this process and I understand the school must make sure they meet with me, at least on a termly basis.
- What needs have you identified for my child?

- Is there a SEN support/IEP/teaching support/ behaviour support plan in place for my child? If yes - can I have a copy? If no - when will a copy be available for me to have?
- Please can you explain the support in place for my child?
- What outcomes/goals is this support going to help my child achieve?
- Please can you explain how school are using their notional SEN budget of up to £6000 to support my child's needs?
- How are school going to access other assessments for my child, e.g. dyslexia screening/special school outreach/Educational Psychology/speech and language/Occupational Therapy?
- Please can you show me my child's attainment levels and progress?
- Please can we set a date to review the SEN support plan and plan next steps for my child?

If your concerns have not all been discussed ask how this might be followed up (Phone call? Email? Further meeting?).

Agree a date to check on progress and ask for the name of someone you can contact in the future.

At the end of the meeting:

- Ask for a summary of the main action points- who is going to do them, what are they going to do, when are they going to do them?
- Check all your questions have been answered.
- Ask when the next meeting will be

After the meeting you should know:

- Who is going to do what and when?
- How the action points are going to be reviewed?
- How any other issues are going to be followed up?
- Who to contact if you have any questions?

If, after the given timescales, the situation has not improved:

- It may be that the strategies in place are not suitable and that something else needs to be tried.
- It may be that agreed actions have not happened.

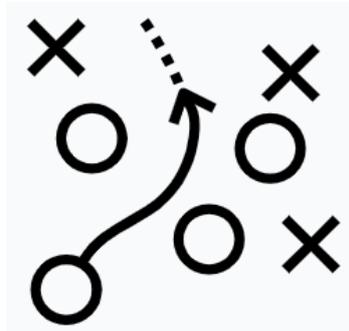
If you are not happy, speak to the headteacher and, if you still feel unhappy, you can ask to see or speak to a governor or governors at the school. The school will have a complaints policy for when you want to take things further.

[Where can I get more information, advice or support?](#)

You can read more about the duties of schools for children with SEN in the **SEND Code of Practice 2015**, chapter 6.

SENDiass can:

- provide you with advice and support in preparing for a meeting
- accompany you to meetings
- provide you with details of other organisations, support groups and services that may be of help



TEMPLATE LETTER TO REQUEST A MEETING

[Your address/email/telephone]

[School address]

[Date]

Dear SENCo [Name of SENCo if known]

[Child/young person's full name and date of birth]

My [son/daughter] is currently in [year] at [name of school] and I would like to arrange a meeting with you to discuss my concerns regarding [his/her] academic progress and special educational needs.

Either

[Child/young person's name] has been diagnosed with . . .

[SEN already diagnosed and by whom (names of professionals and enclose copies of any reports)]

The SEND Code of Practice states that:

“Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.” (6.44)

Or

[Child/young person's name is having difficulties with....Any other difficulties you feel your child is experiencing that are currently undiagnosed]

The SEND Code of Practice states:

“Schools should take seriously any concerns raised by a parent.” (6.45)

Therefore, I would like to meet with you to discuss your views on my child's needs and to work with the school in following a graduated approach to assess my child's needs, put support in place and review this on a regular basis.

I look forward to hearing from you regarding a convenient meeting date.

[Your name and signature]

Meeting Notes

Child or young person	
Date	
Who is at the meeting?	
Where is the meeting?	

What is going well?

Difficulties or needs to talk about

Difficulty	Action planned (who will do it and by when?)

--	--

Questions to ask school

Issues raised by school

Difficulty	Action planned (who will do it and by when?)

Date of next meeting

Using this form

Before the meeting, write on the form:

1. What is going well for your child at home and in school.
2. List the difficulties your child has which you would like to talk about - for example, your child is falling out with friends a lot, they're having meltdowns on the days when they have P.E or they need regular reminders to have a drink.
3. Write down any questions you want to ask teachers or other staff or professionals. **During the meeting:**
 1. Talk about what's going well and ask the professionals to do the same.
 2. Go through the difficulties you've listed one by one and discuss them. When action has been decided, write it down in the 'action planned' column, along with who will be doing it and when.
 3. If professionals talk about other difficulties that aren't on your list, add them to 'Issues raised by school' and write down any actions in the same way.
 4. Try and fix a date for the next meeting.