Hampshire SENDIASS Jan 2019

**Additional guidance to parent carers**

**on completing their “Our Story”**

Hampshire SENDIASS provides free impartial advice, information and support to parent carers of children and young people with special educational needs and disabilities (SEND) throughout Hampshire. Our service is available to all families for whom SEND play a part, and at all stages of their child’s life between birth and 25.

You will have received advice from the SEN Service on how to complete your “Our Story”. This guidance is intended to give you additional tips and advice on the type of information that you could include in your report. Some of the questions and prompts depend on the age and ability of your child.

**Some general tips for completing the parent/carer contribution**

* This is an important document. It is your assessment of your child and his/her needs
* think carefully about what you are going to say about your child
* use the guidelines supplied
* when thoughts come to mind at any time, make a written note, if possible
* talk to your partner, friends, relatives – anyone who knows your child
* it may help to write your views out in draft to begin with
* you do not have to use the form supplied but, if you do not, it would be helpful if you kept to the headings
* have it typed/word processed, if possible
* be as detailed, but as concise as possible, and summarise key points
* in your general views about your child, state:
  + what you feel are your child’s key needs
  + how you feel those needs should be met
* if the SEN Service decides to write an Education Health and Care Plan for your child, they will include your views about what is most important to you about your child (see “Writing your child’s EHC Plan” at the end of the form). You will be able to amend these if you wish during the assessment process.

**My Child’s Early Years**

Information requested by the SEN Service:

* any issues during pregnancy and/or at birth
* your child as a baby
* who helped you
* any changes which affected your child
* You may like to include your thoughts about your child’s progress, for example with speech and language and meeting milestones such as crawling and walking.
* did your child attend a nursery, play group or other early years provider
* did they discuss your child’s progress with you or raise any concerns
* did they or your GP make a referral to other agencies, e.g. speech and language therapist
* did your child receive any diagnoses? If so what were they?

**Learning achievement and educational progress**

Information requested by the SEN Service:

* how well he/she is progressing, what skills he/she has and any difficulties
* interest and progress in reading, writing and number skills
* speaking and listening skills
* interest in finding things out
* concentration
* willingness to take part in learning activities
* what is going well
* what needs to change
* how will that change make a difference for your child

In this section, you could mention:

* how the school has supported your child, e.g one to one support or provision of a workstation in the classroom, or ELSA support
* your child’s relationships with adults and other children within the school
* does your child enjoy school - what does s/he find difficult, and what is s/he good at
* has your child missed a lot of school because of their difficulties or disabilities
* does your child have any particular hobbies or interests. What do they like to do at home and at school
* does your child use single words or long sentences
* will they give you messages from school
* can your child start conversations properly
* can your child describe to you what they have done during the day, or on a school trip?

**Friends and relationships**

Information requested by the SEN Service:

friendships with other children

relationships with you and others in your family

friendships and relationships outside the home, eg with adults at pre-school/school

cooperation with others

behaviour

talking and listening

What is going well?

What needs to change?

How will that change make a difference for your child?

In this section you may like to mention:

* can your child share things with others, follow routines, follow house rules, cope with unstructured times
* does your child have moods or temper tantrums If things don’t go their way
* does s/he prefer to be alone
* do they fit in with family routines
* can they carry out requests for help
* can they follow instructions
* do they show affection
* what is your child like when you go shopping or at family events, such as BBQs, weddings, parties, and when people come to the house?

**Health and wellbeing**

Information requested by the SEN Service:

your child’s general health, eg how well your child eats and sleeps.

any serious illnesses or periods in hospital, any diagnoses that have been made

your child’s physical skills, eg walking running, writing scribbling drawing

self help, eg toileting, dressing and undressing feeding him/herself.

awareness of danger

how much independence in day to day activities your child shows

what is going well

what needs to change

how will the changes make a difference for your child?

In this section, the following information may be included:

* Your child’s diagnoses (if any)
* does your child eat a range of different foods or will they only eat particular foods
* do they have a bedtime routine and sleep well
* do they sleep badly, wake several times in the night
* is your child toilet trained, can they go to the toilet on their own, do they wear nappies during the day or at night.
* include something about minor ailments, and conditions such as asthma and eczema, whether the child is on medication, or a special diet.
* is your child aware of their personal hygiene
* does your child behave differently during school holidays
* when considering your child’s physical skills, can they catch a ball, manage stairs, take part in team games, understand game rules
* when considering self help skills, can your child dress and undress him/herself, do up buttons or zips, can they keep their room tidy
* can your child get out and about on their own
* do they understand the value of money?