

Support and aspiration: A new approach to special educational needs and disability

Tell us what
you think

Easy read version

May 2011

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How to use this booklet

What is this booklet?

This booklet tells you about some of the government's plans.

You do not have to read all of it. You can just read the bits you want to.

The booklet comes with a consultation response form. It has questions to help you tell us what you think about our plans.

You do not have to answer all of the questions on the consultation response form.

Please send us your answers by 30 June 2011.

Sometimes we explain what words mean

The first time we use a difficult word, we put it in **bold purple writing**.

Then we explain the **difficult word** in a box.

If we use the difficult word again later on, we put it in **normal purple writing**.

There is a list of these words and their meanings on page 44.

What this booklet is about

This booklet is part of a government **consultation**.

Consultation

This is when the government asks people what they think about its plans. They also ask people for their ideas about the best way of doing things.

The booklet tells you about the Government's plans for changing the way it helps:

- children and young people with **special educational needs** or a **disability**
- their families
- the people who work with them.

Special educational needs

People with special educational needs find it harder to learn than other people their age. They might need extra help.

Disability

People with a disability have a problem with their body or mind that lasts longer than a year. It is hard for them to do day-to-day things like eating, walking or washing.

Children with special educational needs or a disability sometimes do not get the help they need to do well.

- It can take too long to find out that a child needs help.
- Sometimes children with special educational needs or a disability do not do well at school because people don't expect them to.
- Parents do not have enough information about what help and which schools are best for their child.
- Parents have to ask separately for every bit of help they need.
- Teachers, health workers and social care workers do not always work together to get the best help for a child and their family. They all work separately.

The next 5 sections tell you how we want to make things better.

- **Section 1** explains our plans to get help for children as early as possible.
- **Section 2** explains our plans to give parents more say in the help their families get.
- **Section 3** explains our plans for getting better help in schools.
- **Section 4** explains our plans for helping young people when they become adults.
- **Section 5** explains our plans to make services better.

Section 1

Plans to get help as early as possible

Why we need to change things

It is important to find out that a child has **special educational needs** or a **disability** as early as possible.

The earlier we find out a child needs help, the easier it is to help them do well.

But sometimes we find out too late that a child needs extra help. And sometimes parents find it hard to get the help their family needs from education, health and **social care** services.

Social care

Services that help people with day-to-day living. For example help in the home for parents of a disabled child or activities that allow children with **special educational needs** to spend time with children with similar needs.

Even when families get help, teachers, health workers and **social care** workers work very differently. They do not always work together to find the best ways to help a child.

How we want things to get better

- We want to make sure every child and every family gets the help they need when they need it.
- We want to know as early as possible when children need extra help.

- We want children to get the right sort of help from education, health and **social care** services.
- We want to make sure teachers, health services and **social care** services work together to provide **joined-up services** that help people in childhood and adulthood.

Joined-up services

This means that people working with children and their families work together to come up with the best help for a child. They do not work separately.

The changes we will make

We will give health workers a bigger role in finding out which children have extra needs and helping them.

- We will have an extra 4,200 **health visitors** by 2015. This will make it easier to find children who need extra help.
- Other health services will work with **midwives** and **health visitors** to give babies and their families the help they need.

Health visitors

Health visitors are nurses who help families in the community. They visit mums and babies regularly after a child is born.

Midwives

Midwives are nurses who help mothers before and after their baby is born.

We will improve help for children before they are old enough to go to school.

- People who work with young children in nurseries and playgroups will work with health visitors to identify children who may need extra help. And they will help these children in their work every day.
- We will make sure that children who need most help have the right to 15 hours of education at the age of 2. This will help stop them falling behind when they start school.

We will change the ways we check whether children need extra help.

At the moment, a **local authority** can give children a **special educational needs assessment**.

Local authority

This is your local council. They are responsible for services like parking badges for disabled people and providing day centres for people who need extra help.

Special educational needs assessment

This is a set of tests to find out whether a child needs extra help. The **local authority** gets advice from teachers, health workers and **social care** workers.

At the moment it can take up to 26 weeks for children to get a **special educational needs assessment**. We think this is too long.

- We want to children to wait no longer than 20 weeks. So they will get the help they need sooner.
- By 2014 we want to replace the way the current **special educational needs assessment is done** with an easier one called the **single assessment process**.

Single assessment process

Teachers, health workers and social workers will share responsibility for deciding if a child needs help. They will work together to decide how they can meet the child's needs.

- We also want to see if charities and **community organisations** can help in assessment of special educational needs. This will help make assessments more independent.

Community organisations

Like charities, these organisations help people in the local community. They do not make a profit for their work. For example, some community organisations help look after children with a disability while the parents take a short break.

We will improve the way we plan help for a child

After a **special educational needs assessment**, some children get a **special educational needs statement**.

Special educational needs statement

This document says what needs a child has. It also says what help the child should get if they stay at school until they are 19.

- We want to replace the **special educational needs statement** with an '**Education, Health and Care Plan**'. This will say what help a child needs from birth until the age of 25. And it will include a wider range of help. For example help finding work when the child becomes an adult.

Parents and children will still have the same legal protection as when their child has a statement.

Education, Health and Care Plan

This is a plan for a child's education services, health services, **social care** services and employment. It will give services more responsibility for making sure that they are helping the child.

Tell us what you think

Questions 1 to 9 on the consultation response form are about this section.

Section 2

Plans to give parents more say

Why we need to change things

Parents know their child best, and they will know what they and their child need.

It is important that parents and children with **special educational needs** or a **disability** get the help that is right for them.

But parents need information about what help is available. So that they can make the right decision about what is right for their child.

Lots of families are confused about what help is available and how to get it. Some families think they do not have enough choice. And some think that services do not give them or their child the right help.

Not having information about how to get help can make life far more difficult if a family already has other problems. For example they do not have much money or the parents are not well.

How we want things to get better

- We want to give parents more say about the help their family gets.
- We want parents to know what help they can get locally. And we want parents to know how to get help.

- We want parents to have more say in how money is spent on getting help for their child.
- We want parents to have a clear choice of school for their child.
- We want parents of disabled children to get **short breaks** from caring for their child.

Short breaks

Short break services allow children with a **disability** to meet other children and take part in activities like swimming or shopping. Their parents can then have time to themselves to do things they can not normally do.

- We want to give parents more support if they do not agree with their **local authority** about what help is best for their children.

The changes we will make

We will make sure families with a child with a **disability get help from the start.**

Sometimes when families find out their baby or young child has a **disability**, they feel like they don't know what to do. The **Early Support** programme gives families a **key worker if they want one, to help them find their way round all the different services**. The **key worker** also helps families to have a say in what help they or their child needs.

Early Support

Early Support helps families with babies or young children who have a **disability**. It gives families information about their child's condition or disability and tells them what support they can get to help them.

Key worker

When families have lots of different people involved in supporting their child, a key worker helps to make sure that the family gets the right kind of help and information when they need it. They bring together the different services that are responsible for helping a baby or young child. This makes it easier for parents who may not know who the best person is to speak to.

- We will give charities and **community organisations** money to keep **Early Support** going. And we will expand the service so that parents can still get help when their child is at school.
- We will give charities and **community organisations** money to train **key workers** so that more families can get their help when they need it.

Parents will get clear information about what help is available locally.

- Local authorities will have to give parents clear information about what help is available in their area. This information will explain who is responsible for different services.

- We will encourage local authorities to make more use of charities and community organisations who can help. This will mean families have a better choice of help is available.

At the moment, the information schools have to give about **special educational needs** is very complicated.

- We will make it easier for schools to give information about how it helps children with **special educational needs**. They will have to give parents information about:
 - what the law says the school has to do
 - what the school’s approach to special educational needs is
 - who gave them advice on how they should help
 - what help is actually available in the school.

We will give parents the choice of having a **personal budget to help their child.**

Personal budget

This is when parents choose how to spend money on services for their child. Parents will get advice from a key worker on what services they can buy.

The **personal budget** will give parents much more say in the kind of help their child gets.

We will give parents more choice over which school their child goes to.

- Unlike now, parents will be able to choose to send their child to any school that gets their money from the Government, including Academies and Free Schools.

Academies

Academies are schools that get money from the government but have more freedom to make their own decisions. Making their own decisions means it is easier for Academies to tackle local problems.

Free Schools

Free schools are set up by the local community and not by the Government. But they do get their money from the Government. Since they are set up by local people it is easier for them to know what local children need.

We will continue to give money to short break services.

- Between 2011 and 2015 we will give £800 million to short break services so that more families can use them.

Parents will have more support if they disagree with their local authority.

- We want to give parents more support if they don't agree with their **local authority** about what is the best help for their children. We will do this by providing **mediation**. It is better to try **mediation** before going to a Tribunal, because it is less stressful and expensive for parents and local authorities.

Mediation

This is when an independent person helps parents and local authorities solve their problems rather than go to court.

If mediation does not work, parents will still be able to go to a **Tribunal**.

Tribunal

When parents and a **local authority** disagree, they can ask the court to decide what is right for a child. This is called a Tribunal.

- We will test whether it is a good idea to give children the right to appeal against decisions that a Tribunal makes.

Tell us what you think

Questions 10 to 17b on the consultation response form are about this section.

Section 3

Plans for better help in schools

Why we need to change things

Every child deserves the chance to do well at school, no matter what kind of school they go to.

But there are too many things which stop children with **special educational needs** or a **disability** achieving the same success as other children.

They are more likely to be bullied or **excluded from school**.

Excluded from school

This means that a child is no longer allowed to go to their usual school. This is usually because of difficult behaviour.

Children with **special educational needs** or a **disability** tell us they want their teachers to understand their needs. And they want to feel safe from bullying at school.

Many teachers say they do not have enough training to help them know which children have extra needs, and what is the best way to help.

Lots of headteachers say that they would prefer to have their own way of helping children rather than be told what to do by the Government.

How we want things to get better

It is important that schools do all they can to help children achieve their best.

- We want teachers to know when children have **special educational needs**. And we want them to know how to help the child in the best way possible.
- We want teachers to be confident about stopping bullying and bad behaviour. And we want them to know how to help as early as possible when there are problems.
- We want schools to have more say in how they help children and young people with **special educational needs** or a **disability**. This will help them provide the right help for each child's needs.
- We want parents to have clear information about how a school is helping their child.
- We want schools to report to parents, **governors** and **Ofsted** about how they help children with **special educational needs** or a **disability**.

Governors

A governor is a person who is part of a team that makes important decisions about how a school works.

Ofsted

Ofsted is the organisation that is responsible for checking how well schools are helping the children they teach.

- Special schools have lots of knowledge about how to help children with **special educational needs** or a **disability**. We will encourage them to share this knowledge with other schools, so all children in an area get the right help.

The changes we will make

We will make sure that teachers have the skills to recognise and help children who have extra needs.

- We will make sure that more people who are training to be teachers will get work experience in **special schools**.
- We will train teachers in colleges to meet the needs of young people with **special educational needs** or a **disability**. This means that young people will continue to get help after the age of 16.
- We will extend our Achievement for All programme to all schools. This programme helps schools improve their support to all children, raise expectations and increase the involvement parents have in their child's education.

- We will give some teachers money to get extra training in how to help children and young people with **special educational needs** or a **disability**.
- We will allow the best **special schools** to train teachers. This will help other schools to learn from their experience of the best ways to help children and young people.
- We might introduce an award for the colleges that give the best help to young people with **special educational needs**.
- We will introduce new leaders to help teachers working with children with **special educational needs** or a **disability**.

These leaders will be called **Specialist Leaders of Education**. We will introduce 5,000 Specialist Leaders of Education by 2014.

Specialist Leaders of Education

Teachers who are the best at what they do. They will help teachers find the best way to work with children and young people.

We will continue to train teachers and other people who specialise in special educational needs and disability.

- We have put money in to training **Special Educational Needs Co-ordinators** in 2011 and 2012.

Special Educational Needs Co-ordinators

These are teachers who advise their schools on the best ways to identify and help children with extra needs.

Some schools employ **teaching assistants** who help teachers work with children with **special educational needs** or a **disability**.

Teaching assistants

These are people who help teachers in the classroom.

- We will introduce a scheme to give money to some of these **teaching assistants** to help them improve their skills.

We will make changes that help children with extra needs to do well at school.

- By 2015 we will give schools £2.5 billion to help them give extra support to the poorest children, nearly 33% of whom have **special educational needs** or a **disability**. Schools will be able to choose how they spend this money, so that they can choose the best way to help the children they teach.
- We will introduce a new **national curriculum** that will include ideas for helping children with extra needs.

National curriculum

This is a list of subjects that schools that get money from the Government have to teach. It also explains the skills and understanding children should have in each school year.

At the moment, there are 2 different levels of **special educational needs in schools**. Teachers give children different kinds of help depending on what level they have. But children are sometimes put into the wrong level, and this can stop them learning.

- We think there are too many levels of **special educational needs**. So, instead of 2 different levels, we will have only one. We will give clear advice to teachers on how to identify and help children who have this level of **special educational need**. This will make sure that every child gets the right help.

We will help teachers deal with difficult behaviour. And we will make sure that children who behave badly can still do well at school.

- We will give teachers advice on how to recognise children with **special educational needs** or a **disability** who may be at risk of bullying.
- We will give teachers advice on what to do when a child is bullied.

- We will introduce a new way for working with children who may be **excluded from school** and who have **special educational needs** or a **disability**. This will stop a child's **special educational needs** or **disability** getting worse because they are excluded.
- Before a child is **excluded from school**, the school will bring together different services (like **social care** or health services) to ask whether there is anything in the child's life that may be causing the difficult behaviour.
- We will provide extra support to charities and community organisations who help children and families including help for children with **mental health problems**.

Mental health problems

A mental health problem is an illness of the mind. It can affect a person's mood, the way they think or their behaviour.

Some schools specialise in **alternative provision**.

Alternative provision

When a child is excluded from school, they need to find other ways to learn. These different ways of learning are called alternative provision.

- We will try to find ways to make it easier for special **Academies** (a kind of **special school**) to provide for children who have been excluded and who have **special educational needs** or a **disability**.

We will make it easier for special schools to make their own decisions on how they meet the needs of children they teach.

- All **special schools** that get their money from the Government will soon be able to become **Academies**. This means they will still get their money from the Government but they will have more say in the kind of help they offer children.
- We will find out the best ways for **Free Schools** to help children with special educational needs or a disability. For example, we will look at whether some **Free Schools** only teach these children, or if **Free Schools** include these children with others who do not need extra help.

We will tell parents how well schools are helping children with extra needs.

- Schools will give parents information about how they are helping a child.
- School **performance tables** will show how good schools are at helping children who are not doing as well as other children of the same age. This will encourage schools to think about the kinds of help they need to give this group of children.

Performance tables

These provide information about how well children at each school are doing.

Tell us what you think

Questions 18 to 32 on the consultation response form are about this section.

Section 4

Plans for help when young people become adults

Why we need to change things

People who plan help for children with **special educational needs** or a **disability** sometimes forget to properly plan for when a child becomes an adult.

But these young people have more challenges than other young people when they become adults.

Sometimes it is difficult for them to find a job, stay healthy or live without help from other people. And sometimes they don't get the help they need to do these things.

A lack of good opportunities for young people makes the problem worse. For example:

- there are not good opportunities to carry on learning after the age of 16
- there are not a lot of opportunities to help prepare young people for life and work as an adult
- there are not many projects that help young people find a job and keep it.

Sometimes there is nobody to help the young person move from child health services to adult health services. So the young person might be without any help for their health, and their health could get worse as a result.

How we want things to get better

We want these young people to have work and good health. And we want them to live as independently as possible.

- We want all young people with **special educational needs** or a **disability** to have a plan for their future. This must include plans to help them as they become adults.
- We want young people with **special educational needs** or a **disability** to have better chances for learning or working after they are 16.
- We want them to get help with finding a job and keeping it.
- We want to make sure that there is no gap between children's health services and adult health services. So a young person will get continuous health services as they become an adult.
- We want the people who work with young people with **special educational needs** or a **disability** to give them the best opportunities and help as they prepare for adulthood.

The changes we will make

We will make sure young people with extra needs get help for longer.

- Every young person who has an **Education, Health and Care Plan** will carry on getting help until they are 19 and sometimes until they are 25. This will include help to carry on learning or to find work.

Young people with extra needs will get better advice about their future.

- Schools and colleges will have to give young people advice about learning and work opportunities.

There will be a better range of opportunities to learn after the age of 16.

- We will make sure that young people with **special educational needs** or a **disability** can build on what they have learned before. And we will make sure their learning gives them a better chance of finding work.
- We have given schools and colleges enough money to make sure they can still help young people who want to carry on learning after they are 16.

We will try to provide more learning opportunities that focus on work.

For example, we will encourage more opportunities for young people with special educational needs or a disability to get **work experience** while they are at school.

Work experience

This is when young people spend time at work with adults so that they can see what it is like to do a particular job.

We will change the **benefits system** to help young people find work.

Benefits system

This is help in the form of money that the Government gives to people who cannot work or cannot find work.

- We will ask young people with **special educational needs** or a **disability** how the **benefits system** can help them with money and with finding work at the same time.
- If a young person's **special educational needs** or **disability** stop them working, we will still support them to find their way round the **benefits system**.

We will try to find ways to improve the help **Disability Employment Advisers** give young people with **special educational needs** or a **disability**. This will give young people a better chance of finding a job.

Disability Employment Advisers

These are people whose job it is to help people with a disability find work while they are on **benefits**.

We will make it easier for young people with extra needs to get an **apprenticeship or a **supported internship**.**

Apprenticeship

An apprenticeship is a paid job. It involves learning new skills while you work.

Supported internship

This is when a young person gets work experience that involves some kind of help for their special educational needs or disability.

- At the moment, we are looking at ways young people with special educational needs or a disability can improve their chances of getting an **apprenticeship**.
- **Apprenticeships** are not suitable for all young people with extra needs. So we may introduce **supported internships** so that some young people get help and work at the same time.
- We will encourage companies to employ young people with **special educational needs** or a **disability**. And we will get new ideas from companies who work with these young people at the moment.

We will find ways to encourage children's health services and adult health services to work together.

- One possible way is for family doctors to give young people a health check every year after a young person is 16 until they are 25. This will mean the doctor can link to adult health services when a young person needs them.

We will change the **benefits system so that it helps more young people live independently.**

- From 2013 we will introduce a Personal Independence Payment to replace current benefits and help young people live without support, as much as possible.
- We will also encourage people who work with young people with **special educational needs** or a **disability** to think about plans for independent living early on.
- If a young person cannot live independently, we will make sure they and their family get the best help possible. For example social care to help the young person and their family in the home.

Tell us what you think

Questions 33 to 39b on the consultation response form are about this section.

Section 5

Plans to make services better

Why we need to change things

Children with **special educational needs** or a **disability** often need to get some extra help that is based on their needs. Often, the extra help that makes the biggest difference can come when all the people that provide it work together.

But a lot of the time children do not get **joined-up services**. Or services do not meet their needs in the best way possible.

Sometimes people who help children and their families say that the system for giving help is too difficult.

The way government gives money to services can be too confusing for some people. And government rules for helping children and their families can get in the way of giving a good service.

This means that services that provide extra help are not working as well as they should for children with special educational needs or a disability.

How we want things to get better

- We want to make it easier for services to work without government rules getting in the way.
- We want to make it easier for people helping children and their families to work together to give them better help.

- We want to make it easier for people who provide extra help to find better ways of working together.
- We want to give money to people who have new ideas for providing support and for encouraging services to work together, in a way that is simple and easy to understand for everyone.

The changes we will make

We will give local authorities and local health services a more important role.

- We will make it easier for local authorities to plan services that families in their local area need.
- We will make it easier for local authority education and social care services and local health services to work together to find out what people in their local area need.
- Local authorities will give parents information on what help is available locally. This will help parents decide what help they want for their child.
- Local authorities will work together to get better services and better value for money across different areas.
- Local health services will play a more important part in helping children with special educational needs or a disability. We will measure how well they do that, so families can see how good local health services are.

We will make it easier for services to find new and better ways of working together.

- We do not want things to get in the way of services joining up and finding better ways of doing things. So we will get rid of any instructions from government that are not helpful
- This will make it easier for families, social care workers, teachers, doctors, charities and community organisations to find better ways of working together.
- We will encourage people to create services that are led by the people that work in them, and not by government, as they will know best what extra help local families need.

We will encourage **educational psychologists to change the way they work to meet the needs of local families.**

Educational psychologists

Educational psychologists are experts in how people's mind works when they are learning. They provide a wide range of help to children with **special educational needs** or a **disability**.

- At the moment, **educational psychologists** help in recognising where children might need extra help and give advice on finding the right kind of support for them. But they work very differently from area to area.

- We will try to find new ways of training **educational psychologists** so that they find new and better ways of helping families.

We will change the way we give money to schools.

- We will carry out a **consultation** to find the best way to give money to schools. This will include questions about how we can make sure that schools get the money they need to teach and support children with **special educational needs** or a **disability**.
- We will also include questions about the best ways to give money so that schools are able to get advice on teaching children with special educational needs or a disability where they need it.

We will give services more freedom in how they spend money on helping people locally.

Some of the extra help families receive can be expensive, and the way this support is paid for can be complicated.

- We will make sure that money is spent on the local services that will make the biggest difference to children, young people and families.
- We will allow services to join their budgets together to get the best value for money. And we want to look at how using an approach called a **Community Budget** might make it easier to spend money on **joined-up services** that provide better help for children and their families.

Community Budgets

This is a pot of money that is given to a whole community rather than individual services. The community spends the money on services that are most helpful to local people.

We will allow charities and community organisations to have a more important role in recognising and helping children with special educational needs or a disability.

- We will give money to those organisations that already have high-quality services and that local families trust.

We will make sure that parents can easily understand the way that we give money to services.

- We will ask local authorities if they think it is a good idea to have a national banded framework for giving money to services. With a National Banded Framework, parents could easily see how much money different services get and why they get that money.

National banded framework

A national banded framework splits different types of support – for example a place in a school, speech and language therapy, or transport between home and school – into different levels. Different levels of support cost different amounts of money. A national banded framework could help to make it clearer how money is used to pay for extra support for children with special educational needs or a disability.

We will try to join up the way we give money to services helping people younger than 16 and services helping people older than 16.

- Because these services get money separately at the moment, we will look at ways we could bring the way money is provided to these different services together.
- This will help create **joined-up services** that can help children and young people from birth to 25.

Tell us what you think

Questions 40a to 61 on the consultation response form are about this section.

Difficult words

Academies

Academies are schools that get money from the government but have more freedom to make their own decisions. Making their own decisions means it is easier for Academies to tackle local problems.

Alternative provision

When a child is excluded from school, they need to find other ways to learn. These different ways of learning are called alternative provision.

Apprenticeship

An apprenticeship is a paid job. It involves learning new skills while you work.

Benefits system

This is help in the form of money that the Government gives to people who cannot work or cannot find work.

Community budgets

This is a pot of money that is given to a whole community rather than individual services. The community spends the money on services that are most helpful to local people.

Consultation

This is when the government asks what people think about its plans. They also ask people for their ideas about the best way of doing things.

Community organisations

Like charities, these organisations help people in the local community. They do not make a profit for their work. For example, some community organisations help look after children with a disability while the parents take a short break.

Disability

A person with a disability has a problem with their body or mind. The problem usually lasts longer than a year. It stops the person getting on with day-to-day things like eating, walking or washing.

Disability Employment Advisers

These are people whose job it is to help people with a disability find work while they are on **benefits**.

Early Support

Early Support means that charities and **community organisations** help families with babies who have a **disability**. It gives the family the information it needs and a plan of what help a baby should get. It helps the family get the right support.

Education, Health and Care Plan

This is a plan for a child's education services, health services, **social care** services and employment. It will give services more responsibility for making sure that they are helping the child.

Educational psychologists

Educational psychologists are experts in how people's mind works when they are learning. They provide a wide range of help to children with **special educational needs** or a **disability**.

Excluded from school

This means that a child is no longer allowed to go to their usual school. This is usually because of difficult behaviour.

Free Schools

Free schools are set up by the local community and not by the Government. But they do get money from the Government. Because they are set up by local people it is easier for them to know what local children need.

Governors

A governor is a person who is part of a team that makes important decisions about how a school works.

Health visitors

Health visitors are nurses who help families in the community. They visit mums and babies regularly after a child is born.

Joined-up services

This means that people working with children and their families work together to come up with the best help for a child. They do not work separately.

Key worker

This is the person who is responsible for making sure the family gets the right support. As well as giving help and information, they bring together the different services that are responsible for helping families with a baby, child or young person who had special educational needs or a disability. This makes it easier for parents who may not know how to contact all the different services.

Local authority

This is your local council. They are responsible for services like parking badges for disabled people and providing day centres for people who need extra help.

Mediation

This is when an independent person helps parents and local authorities solve their problems rather than go to court.

Mental health problems

A mental health problem is an illness of the mind. It can affect a person's mood, the way they think or their behaviour.

Midwives

Midwives are nurses who help mothers before and after their baby is born.

National Banded Framework

This splits services into different levels, depending on the type and quality of service they offer. Different levels get different amounts of money.

National curriculum

This is a list of subjects that schools that get money from the Government have to teach. It also explains the skills and understanding children should have in each school year.

Ofsted

Ofsted is the organisation that is responsible for checking how well schools are helping the children they teach.

Performance tables

These provide information about how well children at each school are doing.

Personal budget

This is when parents choose how to spend money on services for their child. Parents will get advice from a key worker on what services they can buy.

Short breaks

Short break services allow children with a **disability** to meet other children and take part in activities like swimming or shopping. Their parents can then have time to themselves to do things they can not normally do.

Single assessment process

Teachers, health workers and social workers will share responsibility for deciding if a child needs help. They will work together to decide how they can meet the child's needs.

Social care

Services that help people with day-to-day living. For example help in the home for parents of a disabled child or activities that allow children with **special educational needs** to spend time with children with similar needs.

Special educational needs

A person with special educational needs finds it harder to learn than other people the same age.

Special educational needs assessment

This is a set of tests to find out whether a child needs extra help. The **local authority** gets advice from teachers, health workers and **social care** workers.

Special Educational Needs Co-ordinators

These are teachers who advise their schools on the best ways to identify and help children with extra needs.

Special educational needs statement

This document says what needs a child has. It also says what help the child should get if they stay at school until they are 19.

Special school

This is a school for children with special educational needs or a disability.

Specialist Leaders of Education

Teachers who are the best at what they do. They will help teachers find the best way to work with children and young people.

Supported internship

This is when a young person gets work experience that involves some kind of help for their special educational needs or disability.

Teaching assistants

These are people who help teachers in the classroom.

Tribunal

When parents and a **local authority** disagree, they can ask the court to decide what is right for a child. This is called a Tribunal. It is better to try **mediation** before going to a Tribunal.

Work experience

This is when young people spend time at work with adults so that they can see what it is like to do a particular job.

Thank you for reading about our plans.

Now you can tell us what you think.

Please answer the questions in the consultation response form.

You do not have to answer all the questions. You can answer just the ones you find interesting.

You can send your answers to:

Consultation Unit
Department for Education
Area 1C, Castle View House
East Lane
Runcorn
WA7 2GJ

Or you can email your answers to
send.greenpaper@education.gsi.gov.uk

Please send your answers by 30 June 2011.