



**PROPOSED / FINAL
STATEMENT
OF SPECIAL EDUCATIONAL NEEDS
DATE**

PART 1 - INTRODUCTION

1. In accordance with section 324 of the Education Act 1996 ('the Act') and the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 ('the Regulations'), the following statement is made by the Stockton-on-Tees Authority in respect of the child whose name and other details are set out below.

CHILD	
Surname:	Other Names:
Home Address:	
	Sex:
	Religion:
Date of Birth:	Home Language:
CHILD'S PARENT OR PERSON RESPONSIBLE	
Surname:	Other Names:
Home Address:	Relationship to Child:
Telephone No.:	

2. When assessing the child's special educational needs the Authority took into consideration, in accordance with Regulation 11 of the Regulations, the evidence and advice set out in the following Appendices to this statement.

Type of Advice	Name/Role of Person Submitting Advice	Date of Advice
A. Parental		
B. Educational		
C. Medical		
D. Psychological		
E. Social Care		
F. Other		

PART 2 - SPECIAL EDUCATIONAL NEEDS

2.1 General Introduction/Background

Parents Views

Pupils Views

Current Levels of functioning

2.2 Cognition & Learning

2.3 Communication & Interaction

2.4 Behavioural, Emotional & Social

2.5 Physical, Medical & Sensory

2.6 Self-Help & Independence

- .

Summary

The authority's assessment of 's current skills, abilities and learning difficulties are set out above. To summarise, Name's special educational needs arise from:

PART 3 – OBJECTIVES TO SPECIAL EDUCATIONAL NEEDS & PROVISION

3.A. OBJECTIVES

Cognition & Learning

Communication & Interaction

Behavioural, Emotional & Social

Physical, Medical and Sensory

Self-Help & Independence

3.B. EDUCATIONAL PROVISION TO MEET NEEDS AND OBJECTIVES

General

Cognition & Learning

Communication & Interaction

Behavioural, Emotional & Social

Physical, Medical and Sensory

Self-Help & Independence

3.C. MONITORING

(i) Target Setting

Within eight weeks of receiving this statement, the Head Teacher or the Special Educational Needs Co-ordinator of the school named in Part 4 should set precise, measurable short-term targets to address the objectives stated in Part 3.A. This can be done through Provision Mapping or by drawing up an Individual Education Plan. Targets should be based on the advice of those professionals involved in the assessment. Progress should be monitored at least twice a year and new targets agreed.

(ii) Liaison with Parent(s)/Carer(s)

There should be good regular liaison between home and school. Contact should be maintained by telephone, in writing or in person as appropriate. Parents/carers should receive a copy of any targets. They should be actively engaged with the school in monitoring progress. If there are any major difficulties a special meeting should be convened and the Local Authority informed.

(iii) Formal Annual Review

The Head Teacher is responsible for arranging a formal annual review of progress within 12 months of the date of this first statement and at least once every 12 months thereafter. The Head Teacher should invite parents/carers and any other professionals involved to contribute a report and to attend the review meeting. A record of the annual review meeting should be sent to the Local Authority, together with any reports and recommendations, within two weeks.

PART 4 - PLACEMENT

PART 5 - NON-EDUCATIONAL NEEDS

PART 6 - NON-EDUCATIONAL PROVISION

Has Proposed Statement been
amended to produce Final?
YES/NO

(Signature of authenticating Officer)

A duly authorised officer of the
Education Authority