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Professional Certificate in Advocacy for Students with Disabilities

## Understanding Special Education Law (United Kingdom)

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Special education law in the United Kingdom is a complex and evolving field that governs the rights and responsibilities of students with disabilities, their families, schools, and other stakeholders. Understanding key terms and vocabulary is essential for professionals working in advocacy for students with disabilities to navigate this legal landscape effectively. Below are some of the most important terms and concepts in special education law in the UK:

1. **Special Educational Needs (SEN)**: This term refers to learning difficulties or disabilities that make it harder for a child to learn than most children of the same age. SEN can affect a child's ability to learn, communicate, or behave, and may require special educational provision to be made for them.
2. **Education, Health and Care (EHC) Plan**: An EHC plan is a legal document that sets out a child or young person's special educational needs, the support they require, and the outcomes that should be achieved. It replaces statements of special educational needs and learning difficulty assessments.
3. **Local Authority (LA)**: The local authority is responsible for providing education, health, and social care services for children and young people with SEN. LAs have a duty to identify, assess, and make provision for children with SEN in their area.
4. **SEN Code of Practice**: The SEN Code of Practice is a statutory guidance document that sets out the duties of schools, local authorities, and other agencies in relation to children and young people with SEN. It provides practical advice on how to identify, assess, and support children with SEN effectively.
5. **Mainstream School**: A mainstream school is a school that does not specialize in providing education for children with SEN. Mainstream schools are required to make reasonable adjustments to accommodate children with SEN and provide them with the support they need to access the curriculum.
6. **Special School**: A special school is a school that specializes in providing education for children with SEN. Special schools have expertise in supporting children with a wide range of disabilities and learning difficulties and provide a more specialized curriculum and support.
7. **SEN Support**: SEN support is the additional help that mainstream schools provide for children with SEN who do not have an EHC plan. It may include additional teaching support, specialist equipment, or interventions to help the child make progress in their learning.
8. **Independent Support**: Independent support is a service provided to parents and young people during

the process of obtaining an EHC plan. Independent supporters help families to understand the EHC assessment and planning process, gather evidence, and advocate for their child's needs.

9. **Special Educational Needs and Disability Tribunal (SENDIST)**: The SENDIST is an independent tribunal that hears appeals from parents and young people against decisions made by local authorities regarding EHC assessments and plans. SENDIST has the power to make binding decisions on these matters.

10. **Reasonable Adjustments**: Reasonable adjustments are changes that schools and other providers are required to make to ensure that children with disabilities are not at a substantial disadvantage compared to their peers. This may include changes to the physical environment, teaching methods, or the provision of additional support.

11. **Equality Act 2010**: The Equality Act 2010 is the main piece of legislation that protects people with disabilities from discrimination in education, employment, and other areas of life. It requires schools and other organizations to make reasonable adjustments to accommodate people with disabilities.

12. **Disability Discrimination**: Disability discrimination occurs when a person is treated unfairly because of their disability. This can include direct discrimination, indirect discrimination, failure to make reasonable adjustments, and harassment related to a person's disability.

13. **Advocacy**: Advocacy is the process of supporting and speaking up for individuals who may have difficulty expressing their own needs or concerns. Advocates work to ensure that the rights of individuals with disabilities are upheld and that they have a voice in decisions that affect them.

14. **Inclusion**: Inclusion is the principle that all children, regardless of their abilities or disabilities, should be educated together in the same environment. Inclusive education promotes diversity, equality, and respect for all students, and aims to create a supportive and accepting school community.

15. **Parental Rights**: Parents of children with disabilities have specific rights under special education law, including the right to be involved in decisions about their child's education, the right to request an EHC assessment, and the right to appeal decisions made by the local authority.

16. **Advocacy Skills**: Advocacy skills are the abilities and techniques that advocates use to support individuals with disabilities effectively. These skills may include active listening, communication, negotiation, problem-solving, and understanding of special education law and procedures.

17. **Due Process**: Due process refers to the fair and transparent procedures that must be followed when making decisions about a child's special educational needs. This includes the right to be informed, the right to participate in decisions, and the right to appeal decisions through the appropriate channels.

18. **Legal Representation**: Legal representation refers to the assistance provided by a solicitor or advocate to parents or young people involved in disputes over special educational needs. Legal representation can help to ensure that the rights of individuals with disabilities are protected and upheld.

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19. **Mediation**: Mediation is a voluntary process that helps parents and local authorities resolve disputes about special educational needs without going to a tribunal. Mediators are impartial and help both parties to communicate effectively, explore options, and reach a mutually acceptable agreement.
20. **Tribunal Hearing**: A tribunal hearing is a formal legal process where a judge or panel of judges considers evidence and arguments from both sides in a dispute over special educational needs. The tribunal has the power to make legally binding decisions on the matter.
21. **Advocacy Organizations**: Advocacy organizations are groups that provide information, advice, and support to parents and young people with disabilities. These organizations may offer training, resources, and advocacy services to help families navigate the special education system and access their rights.
22. **Educational Psychologist**: An educational psychologist is a professional trained to assess children's learning and development, identify special educational needs, and provide advice on how to support their learning. Educational psychologists may work in schools, local authorities, or private practice.
23. **Occupational Therapist**: An occupational therapist is a healthcare professional who helps children with disabilities develop the skills they need to participate in daily activities. Occupational therapists may assess children's physical, cognitive, and sensory abilities and provide interventions to support their independence and well-being.
24. **Speech and Language Therapist**: A speech and language therapist is a healthcare professional who assesses and treats children with communication and swallowing difficulties. Speech and language therapists help children develop their speech, language, and social communication skills to improve their ability to communicate effectively.
25. **Special Educational Needs Coordinator (SENCO)**: A SENCO is a teacher in a school who is responsible for coordinating support for children with special educational needs. SENCOs work with teachers, parents, and outside agencies to identify and meet the needs of children with disabilities in the school.
26. **Annual Review**: An annual review is a formal meeting held each year to review a child's progress towards the outcomes set out in their EHC plan. The review involves parents, the child (if appropriate), school staff, and other professionals, and may result in changes to the child's support and provision.
27. **Transition Planning**: Transition planning is the process of preparing a young person with disabilities for the move from school to adult life. Transition planning may involve setting goals, identifying support needs, and planning for further education, employment, or independent living.
28. **Personal Budget**: A personal budget is a sum of money allocated to a child or young person with an EHC plan to pay for the support and provision outlined in the plan. Personal budgets give families more control over the services their child receives and can be managed by the family or a third party.

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29. **Independent Parental Supporter**: An independent parental supporter is a trained volunteer or professional who provides support and guidance to parents of children with special educational needs. Independent parental supporters help parents understand the special education system, access services, and advocate for their child's needs.
30. **Local Offer**: The local offer is a document published by each local authority that sets out the services and support available for children and young people with special educational needs in the area. The local offer provides information on education, health, and social care services, as well as how to access them.
31. **Child Protection**: Child protection refers to the safeguarding of children from abuse, neglect, and harm. Schools and other agencies have a duty to ensure the safety and well-being of all children, including those with special educational needs, and to report any concerns about a child's welfare to the appropriate authorities.
32. **Data Protection**: Data protection laws regulate the use of personal information and sensitive data, including information about a child's special educational needs. Schools and other organizations must comply with data protection regulations to ensure that children's information is kept secure and used appropriately.
33. **Confidentiality**: Confidentiality is the obligation to keep information about a child's special educational needs private and secure. Professionals working with children with disabilities must respect the confidentiality of sensitive information and only share it with appropriate individuals on a need-to-know basis.
34. **Informed Consent**: Informed consent is the agreement given by a parent or young person after they have been fully informed about a proposed action or decision. Professionals must obtain informed consent before carrying out assessments, interventions, or sharing information about a child's special educational needs.
35. **Advocacy Role Play**: Advocacy role play is a training technique that simulates real-life advocacy scenarios to help advocates develop their skills and confidence. Role play exercises may involve acting out meetings, negotiations, or tribunal hearings to practice communication, problem-solving, and advocacy techniques.
36. **Case Study Analysis**: Case study analysis involves examining real-life examples of advocacy cases to understand the challenges, strategies, and outcomes of advocacy for students with disabilities. Analyzing case studies helps advocates learn from past experiences and apply best practices to their own advocacy work.
37. **Legal Precedent**: Legal precedent refers to previous court decisions that establish a principle or rule that guides future cases with similar circumstances. Understanding legal precedent in special education law can help advocates anticipate outcomes, build arguments, and advocate effectively for their clients.
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38. **Advocacy Toolkit**: An advocacy toolkit is a collection of resources, templates, and guides that help advocates navigate the special education system, understand legal processes, and advocate for students with disabilities effectively. Toolkits may include sample letters, checklists, and advocacy tips.
39. **Collaborative Advocacy**: Collaborative advocacy involves working together with parents, schools, and other professionals to support a child with disabilities effectively. Collaborative advocates build partnerships, share information, and coordinate efforts to ensure that the child's needs are met and their rights are upheld.
40. **Multi-Agency Working**: Multi-agency working involves different agencies, such as schools, health services, and social care, working together to support children with disabilities. Multi-agency working promotes coordination, communication, and collaboration to provide holistic and effective support for children with complex needs.
41. **Equality and Diversity**: Equality and diversity are principles that promote fairness, respect, and inclusion for all individuals, regardless of their differences. Advocates for students with disabilities must uphold these principles and work to eliminate discrimination, barriers, and inequalities in the education system.
42. **Safeguarding Training**: Safeguarding training is essential for professionals working with children with disabilities to recognize and respond to signs of abuse, neglect, and harm. Training helps advocates understand their legal duties, report concerns appropriately, and ensure the safety and well-being of the children they work with.
43. **Professional Boundaries**: Professional boundaries are the limits that define appropriate behavior and relationships between professionals and the children, families, and colleagues they work with. Advocates must maintain clear boundaries to ensure ethical practice, confidentiality, and respect for all parties involved.
44. **Continuing Professional Development (CPD)**: Continuing professional development involves ongoing training, learning, and reflection to enhance professional knowledge, skills, and practice. Advocates for students with disabilities should engage in CPD to stay up-to-date with changes in special education law, best practices, and advocacy techniques.
45. **Reflective Practice**: Reflective practice is the process of critically analyzing one's own experiences, actions, and decisions to improve professional practice. Advocates can use reflective practice to identify strengths, weaknesses, and areas for development in their advocacy work and to enhance their effectiveness in supporting students with disabilities.
46. **Challenges and Opportunities**: Advocacy for students with disabilities presents a range of challenges, such as navigating complex legal processes, addressing diverse needs, and advocating effectively in a changing educational landscape. However, advocacy also offers opportunities to make a positive impact,

empower individuals, and promote inclusive and equitable education for all students.

47. **\*\*Best Interests of the Child\*\***: The best interests of the child are a fundamental principle that guides decisions and actions concerning children with disabilities. Advocates must prioritize the well-being, rights, and needs of the child in all advocacy efforts and work to ensure that their best interests are upheld and respected.

48. **\*\*Empowerment and Self-Advocacy\*\***: Empowerment and self-advocacy involve supporting individuals with disabilities to understand their rights, express their needs, and make informed decisions about their education and support. Advocates play a crucial role in empowering students with disabilities to advocate for themselves and participate in decisions that affect them.

49. **\*\*Human Rights\*\***: Human rights are fundamental rights and freedoms that all individuals are entitled to, regardless of their background or circumstances. Advocates for students with disabilities must uphold human rights principles, such as dignity, equality, and non-discrimination, in their advocacy work to ensure that all children have access to quality education and support.

50. **\*\*Innovative Advocacy Strategies\*\***: Innovative advocacy strategies involve creative approaches, technologies, and partnerships to advocate for students with disabilities effectively. Advocates can use innovative strategies, such as social media campaigns, digital tools, and community collaborations, to raise awareness, mobilize support, and drive positive change in the special education system.

In conclusion, understanding key terms and vocabulary in special education law is essential for professionals working in advocacy for students with disabilities in the United Kingdom. By familiarizing themselves with these concepts, advocates can navigate legal processes, support children with disabilities effectively, and promote inclusive and equitable education for all students. Advocates play a crucial role in upholding the rights, needs, and well-being of children with disabilities and ensuring that they have access to the support and opportunities they need to thrive in the education system.

#### **\*\*Special Educational Needs (SEN)\*\***

SEN refers to learning difficulties or disabilities that make it harder for children to learn than most children of the same age. These can include a wide range of conditions such as dyslexia, autism, ADHD, and physical disabilities. Meeting the needs of students with SEN is a key aspect of special education law in the United Kingdom.

#### **\*\*Education, Health, and Care Plan (EHCP)\*\***

An EHCP is a legal document that describes a child or young person's special educational, health, and social care needs. It outlines the support that will be provided to meet those needs. EHCPs replaced Statements of Special Educational Needs in 2014 and are intended to provide a more holistic approach to supporting children with SEN.

#### **\*\*Local Authority (LA)\*\***

The local authority is responsible for ensuring that children with SEN receive the support they need. They are also responsible for assessing children for an EHCP and making decisions about the provision of support. LAs have a duty to ensure that children with SEN are able to access appropriate education and support.

**\*\*SEN Code of Practice\*\***

The SEN Code of Practice provides guidance to schools, local authorities, health and social care professionals, and others involved in supporting children with SEN. It sets out the legal requirements for identifying and supporting children with SEN, as well as the processes for assessing and planning provision.

**\*\*Equality Act 2010\*\***

The Equality Act 2010 is a key piece of legislation that protects individuals from discrimination on the grounds of disability, among other characteristics. Schools and other educational settings must make reasonable adjustments to ensure that children with disabilities are not disadvantaged.

**\*\*Disability Discrimination Act 1995\*\***

The Disability Discrimination Act 1995 was the precursor to the Equality Act 2010 and provided protection from discrimination on the grounds of disability. It required schools to make reasonable adjustments to accommodate the needs of disabled students.

**\*\*Special Educational Needs and Disability (SEND) Tribunal\*\***

The SEND Tribunal is an independent body that hears appeals against decisions made by local authorities regarding EHCP assessments and provision. Parents and young people have the right to appeal to the tribunal if they disagree with a decision made about their child's support.

**\*\*Special Educational Needs Coordinator (SENCO)\*\***

The SENCO is responsible for coordinating support for children with SEN within a school. They work with teachers, parents, and external agencies to ensure that children with SEN receive appropriate provision and that their needs are met.

**\*\*Reasonable Adjustments\*\***

Reasonable adjustments are changes made to ensure that disabled students are not put at a substantial disadvantage compared to non-disabled students. This could include providing extra support, making changes to the physical environment, or adapting teaching methods.

**\*\*Inclusion\*\***

Inclusion is the practice of ensuring that all students, regardless of ability or disability, are fully integrated into mainstream education. It involves providing the necessary support to enable students with SEN to access the curriculum and participate in school life alongside their peers.

**\*\*Personal Budget\*\***

A personal budget is a sum of money allocated to a child with an EHCP that can be used to purchase

additional support or services. It gives parents and young people more control over the provision of support and allows them to choose the services that best meet their needs.

**\*\*Independent Support\*\***

Independent support is a service provided to parents and young people going through the process of obtaining an EHCP. Independent supporters are trained to provide impartial advice and support to help families navigate the system and ensure that their views are heard.

**\*\*Advisory Centre for Education (ACE)\*\***

The Advisory Centre for Education is a charity that provides advice and support to parents on all aspects of the education system. They offer a helpline, publications, and training to help parents understand their rights and navigate the system effectively.

**\*\*Mainstream School\*\***

A mainstream school is a school that provides education for all children, including those with SEN. These schools are expected to make reasonable adjustments to accommodate the needs of students with disabilities and ensure that they can access the curriculum alongside their peers.

**\*\*Special School\*\***

Special schools are schools specifically designed to provide education for children with SEN. These schools offer a more tailored curriculum and support for students with complex needs who may not thrive in a mainstream setting.

**\*\*Parent Carer Forum\*\***

Parent carer forums are groups of parents who have children with SEN or disabilities. They work with local authorities, health services, and schools to ensure that the needs of children with SEN are met and that parents have a voice in decision-making processes.

**\*\*Advocacy\*\***

Advocacy refers to the process of supporting and representing the interests of individuals who may not be able to advocate for themselves. Advocates can help parents and young people navigate the special education system, understand their rights, and ensure that their views are heard.

**\*\*Tribunal Representation\*\***

Tribunal representation involves legal representation for parents or young people appealing decisions made by local authorities regarding EHCP assessments or provision. Legal representation can help ensure that the rights of children with SEN are upheld and that they receive the support they need.

**\*\*Transition Planning\*\***

Transition planning is the process of preparing a child with SEN for the move from one educational setting to another, such as from primary to secondary school or from school to post-16 education. It involves assessing the child's needs, identifying appropriate provision, and ensuring a smooth transition.

**\*\*Independent Educational Psychologist\*\***

An independent educational psychologist is a professional who assesses children's learning needs and provides advice on appropriate interventions and support. Independent psychologists can provide impartial assessments to support EHCP applications and appeals.

**\*\*Multi-Agency Working\*\***

Multi-agency working involves professionals from different agencies, such as education, health, and social care, working together to support children with SEN. This collaborative approach ensures that the child's needs are met holistically and that support is coordinated effectively.

**\*\*Co-Production\*\***

Co-production involves parents, children, and professionals working together to plan and deliver support for children with SEN. This collaborative approach ensures that the child's needs are at the center of decision-making and that support is tailored to their individual requirements.

**\*\*Person-Centered Planning\*\***

Person-centered planning is an approach that focuses on the individual needs, preferences, and aspirations of the child with SEN. It involves working with the child and their family to identify goals and develop a plan that meets their specific needs and supports their overall well-being.

**\*\*Social Model of Disability\*\***

The social model of disability emphasizes that disability is caused by barriers in society rather than by an individual's impairment. This model highlights the importance of removing barriers and making adjustments to enable disabled people to fully participate in society.

**\*\*Medical Model of Disability\*\***

The medical model of disability views disability as a personal tragedy or problem that requires medical intervention or treatment. This model places the focus on the individual's impairment rather than on the barriers in society that may prevent full participation.

**\*\*Individual Education Plan (IEP)\*\***

An Individual Education Plan is a personalized plan for a child with SEN that outlines their specific learning goals and the support they will receive to achieve them. IEPs are used to track progress, set targets, and ensure that the child's needs are met.

**\*\*Speech and Language Therapist (SLT)\*\***

Speech and language therapists are healthcare professionals who assess and treat children with communication and swallowing difficulties. They work with children with a range of needs, including speech disorders, language delays, and social communication difficulties.

**\*\*Occupational Therapist (OT)\*\***

Occupational therapists are healthcare professionals who support children with physical, sensory, or

cognitive difficulties to participate in everyday activities. They help children develop skills and strategies to improve their independence and quality of life.

**\*\*Behaviour Support\*\***

Behaviour support involves strategies and interventions to help children with SEN manage their behavior and develop appropriate social skills. This may include positive behavior support plans, social skills training, and individualized strategies to address challenging behavior.

**\*\*Educational Psychologist\*\***

Educational psychologists are professionals who assess children's learning and emotional needs and provide advice on appropriate interventions. They work with children, families, and schools to support children's development and well-being.

**\*\*Parent Partnership Service\*\***

Parent partnership services provide support and information to parents of children with SEN. They offer advice on the special education system, help parents understand their rights, and provide support in navigating the EHCP process.

**\*\*Local Offer\*\***

The local offer is a document published by each local authority that sets out the support and services available for children with SEN in the area. It provides information on education, health, and care provision, as well as details on how to access support.

**\*\*Transition Plan\*\***

A transition plan is a document that outlines the support and provision that will be put in place to help a child with SEN move from one educational setting to another. Transition plans are designed to ensure a smooth and successful transition for the child.

**\*\*Advocacy Support\*\***

Advocacy support involves trained advocates providing assistance to parents or young people in navigating the special education system, understanding their rights, and ensuring that their views are heard. Advocates can help parents access the support they need and advocate for their child's best interests.

**\*\*Child and Adolescent Mental Health Services (CAMHS)\*\***

CAMHS are specialist services that provide support and treatment for children and young people with mental health difficulties. They work with children with a range of needs, including anxiety, depression, and behavioral difficulties.

**\*\*Learning Support Assistant (LSA)\*\***

Learning support assistants are trained professionals who work with children with SEN to provide additional support in the classroom. LSAs may work one-on-one with a child or provide support to a group, helping them access the curriculum and participate in learning activities.

### **\*\*Parental Rights\*\***

Parental rights refer to the legal rights that parents have in relation to their child's education and support. These rights include the right to be involved in decisions about their child's provision, the right to appeal decisions, and the right to access information and support.

### **\*\*Child's Rights\*\***

A child's rights refer to the legal rights that children have in relation to their education and support. These rights include the right to a suitable education, the right to have their views heard, and the right to access support that meets their individual needs.

### **\*\*Local Authority Support\*\***

Local authorities are responsible for providing support and services to children with SEN in their area. This support may include assessments for EHCPs, provision of services, and coordination of support from different agencies to meet the child's needs.

### **\*\*Parental Involvement\*\***

Parental involvement refers to the active participation of parents in decisions about their child's education and support. Parents are encouraged to work collaboratively with schools, professionals, and local authorities to ensure that their child's needs are met effectively.

### **\*\*Child Participation\*\***

Child participation refers to involving the child in decisions about their education and support. Children with SEN should be encouraged to express their views, preferences, and aspirations, and their input should be taken into account when planning provision and support.

### **\*\*Inclusive Education\*\***

Inclusive education is the practice of ensuring that all children, regardless of ability or disability, are fully included in mainstream education. Inclusive schools provide the necessary support to enable children with SEN to access the curriculum and participate in school life alongside their peers.

### **\*\*Access Arrangements\*\***

Access arrangements are adjustments made to enable children with SEN to access exams and assessments on an equal footing with their peers. These may include extra time, rest breaks, the use of a scribe, or the provision of assistive technology.

### **\*\*Assistive Technology\*\***

Assistive technology refers to devices, equipment, or software that are used to support children with SEN in their learning and daily activities. This technology can help children access the curriculum, communicate more effectively, and develop independence.

### **\*\*Outreach Support\*\***

Outreach support involves professionals working with children with SEN in their own homes or in

community settings to provide additional support. This may include tutoring, therapy, or behavior support to help the child meet their individual needs.

**\*\*Parent Training\*\***

Parent training involves providing parents with the knowledge and skills they need to support their child with SEN effectively. Training may cover topics such as behavior management, communication strategies, and understanding the special education system.

**\*\*Local Authority Duties\*\***

Local authorities have a duty to identify and assess children with SEN in their area, as well as to make provision for their support. They are also responsible for ensuring that children with SEN have access to appropriate education, health, and social care provision.

**\*\*Child's Needs Assessment\*\***

A child's needs assessment is a process carried out by the local authority to determine the support and provision that a child with SEN requires. This assessment forms the basis for the development of an EHCP and ensures that the child's needs are accurately identified.

**\*\*Parental Consultation\*\***

Parental consultation involves seeking the input and views of parents in decisions about their child's education and support. Schools, local authorities, and professionals should consult with parents to ensure that their views are taken into account when planning provision.

**\*\*Multi-Disciplinary Team\*\***

A multi-disciplinary team is a group of professionals from different disciplines, such as education, health, and social care, who work together to support children with complex needs. This team approach ensures that the child's needs are met holistically and that support is coordinated effectively.

**\*\*Transition Support\*\***

Transition support involves providing children with SEN with the support they need to move from one educational setting to another. This may include preparing the child for the change, assessing their needs, and putting in place appropriate provision to ensure a smooth transition.

**\*\*Parental Consent\*\***

Parental consent is required for certain decisions and actions relating to a child's education and support. Schools and professionals must seek parental consent before carrying out assessments, providing interventions, or making significant changes to a child's provision.

**\*\*Child Protection\*\***

Child protection refers to safeguarding and promoting the welfare of children who may be at risk of harm or abuse. Schools have a duty to ensure that children with SEN are protected and that appropriate measures are in place to safeguard their well-being.

### **\*\*Child Safeguarding\*\***

Child safeguarding refers to the measures taken to protect children from harm, abuse, or exploitation. Schools and professionals have a duty to ensure that children with SEN are safeguarded and that appropriate policies and procedures are in place to support their well-being.

### **\*\*Parental Support Groups\*\***

Parental support groups are organizations that provide support, information, and advice to parents of children with SEN. These groups offer a network of peer support, opportunities to share experiences, and access to resources to help parents navigate the special education system.

### **\*\*External Agencies\*\***

External agencies are organizations outside of the school setting that provide support and services to children with SEN. These agencies may include health services, social care, advocacy services, and charities that offer specialist support and interventions.

### **\*\*Local Authority Provision\*\***

Local authorities are responsible for providing a range of services and support to children with SEN in their area. This provision may include assessments, interventions, therapies, and coordination of support from different agencies to meet the child's individual needs.

### **\*\*Parental Partnership\*\***

Parental partnership involves working collaboratively with parents to ensure that their child's needs are met effectively. Schools, professionals, and local authorities should involve parents in decisions about their child's provision and work together to support the child's well-being.

### **\*\*Child-Centered Approach\*\***

A child-centered approach focuses on the individual needs, preferences, and aspirations of the child with SEN. It involves working with the child and their family to identify goals, develop a plan, and provide support that meets their specific needs and promotes their well-being.

### **\*\*Holistic Support\*\***

Holistic support involves addressing all aspects of a child's well-being, including their educational, health, and social care needs. This approach ensures that the child's needs are met in a comprehensive and integrated way, taking into account their individual circumstances and requirements.

### **\*\*Education Act 1996\*\***

The Education Act 1996 is a key piece of legislation that sets out the legal framework for education in England and Wales. It includes provisions relating to the identification and support of children with SEN, as well as the responsibilities of schools, local authorities, and parents.

### **\*\*Data Protection\*\***

Data protection refers to the measures taken to protect the personal information of individuals, including

children with SEN. Schools and professionals must comply with data protection laws when handling sensitive information about children and ensure that data is stored and processed securely.

**\*\*Confidentiality\*\***

Confidentiality refers to the obligation to keep personal information about children with SEN confidential and only share it with those who have a legitimate need to know. Schools and professionals must ensure that sensitive information is handled securely and in accordance with data protection laws.

**\*\*Parental Rights of Appeal\*\***

Parents have the right to appeal decisions made by local authorities regarding their child's EHCP assessment or provision. The appeal process allows parents to challenge decisions they disagree with and seek a resolution that meets their child's needs effectively.

**\*\*Child's Rights of Appeal\*\***

Children with SEN also have the right to appeal decisions made about their support and provision. The appeal process allows children to have their views heard, challenge decisions that affect them, and seek outcomes that meet their individual needs and aspirations.

**\*\*Legal Representation\*\***

Legal representation involves having a solicitor or advocate represent parents or young people in appeals against decisions made by local authorities. Legal representation can help ensure that parents and children understand their rights and that their views are effectively communicated in the appeal process.

**\*\*Mediation\*\***

Mediation is a process for resolving disputes between parents and local authorities without the need for a formal appeal. A trained mediator helps facilitate discussions and negotiations to reach a mutually acceptable agreement that meets the child's needs.

**\*\*Parental Information and Advice\*\***

Parents are entitled to receive information and advice on all aspects of their child's education and support. Schools, local authorities, and professionals should provide parents with clear, accurate information to help them understand their rights and make informed decisions.

**\*\*Child's Rights to Information\*\***

Children with SEN have the right to receive information about their education and support in a format that is accessible and understandable to them. Schools and professionals should ensure that children are involved in decisions about their provision and that their views are taken into account.

**\*\*Parental Consultation and Participation\*\***

Parental consultation and participation involve seeking the input and involvement of parents in decisions about their child's education and support. Schools, local authorities, and professionals should work collaboratively with parents to ensure that their views are heard and their input is valued.

**\*\*Child's Right to Participation\*\***

Children with SEN have the right to participate in decisions about their education and support. Schools and professionals should involve children in discussions, listen to their views and preferences, and ensure that they are empowered to contribute to decisions that affect them.

**\*\*Parental Consent and Involvement\*\***

Parental consent and involvement are essential in decisions about a child's education and support. Schools and professionals must seek parental consent before carrying out assessments, providing interventions, or making significant changes to a child's provision, and involve parents in decision-making processes.

**\*\*Child's Right to Safeguarding\*\***

Children with SEN have the right to be safeguarded and protected from harm, abuse, or exploitation. Schools and professionals have a duty to ensure that children are safe and that appropriate measures are in place to safeguard their well-being and promote their welfare.

**\*\*Parental Support and Advocacy\*\***

Parents may require support and advocacy to navigate the special education system effectively and ensure that their child's needs are met. Advocates can help parents understand their rights, access support, and advocate for their child's best interests in discussions and decision-making processes.

**\*\*Child's Right to Advocacy\*\***

Children with SEN have the right to advocacy support to ensure that their views are heard and their needs are met. Advocates can help children express their preferences, understand their rights, and participate in decisions about their education and