

Different schools have different ways of reviewing a child's progress, i.e. IEP's (Individual Education Plans) or support Plans. If you do not have significant concerns, it may be something you can discuss briefly, as part of a regular parents evening; if you are happy with this, there is no problem. However, if there are concerns, which cannot be dealt with this easily, a separate meeting may be requested either by school, or by the parent/carer. Our information is intended to help you feel more confident and prepared to discuss your child's progress at school. However if you need any further help, please do not hesitate to contact us: - **Walsall SENDIASS 0808 802 6666** or [walsallsendiass@family-action.org.uk](mailto:walsallsendiass@family-action.org.uk)

### Asking for a meeting



When asking for a meeting, it is worth thinking about who needs to be present. Usually it would be your child's class teacher and/or the schools SENCo (Special Educational Needs Co-ordinator). You may also want to ask if any support staff or outside professionals working with your child can be present. However, bear in mind that the more people you ask for at a meeting, the longer it can take to be given a date when everyone is available to attend; so consider whether some people could be consulted in different ways (for example: can they submit a report before the meeting, or can they be consulted afterwards)

You can verbally request a meeting; however, it is sometimes better to send a letter or email to school, addressed to the SENCo (example letter below)

#### Example Letter/email

Dear *(name of SENCo)*

*(Date)*

I am concerned about *(child's name, date of birth and school year)* as *(he/she)* *(does not appear to be making progress at school/is struggling with .....)*

Therefore, I would like a meeting to discuss this and to review *(his/her)* progress. I would like *(his/her)* class teacher to be present, as well as *(e.g. the teaching assistant/SISS worker etc)*

I would particularly like to discuss the following :*( examples include.*

- *The levels he/she is currently working at. Is he/she at the expected level for their age?*
- *He/she appears to have fallen back in some of his levels.*
- *What additional help is he/she receiving in school?*
- *Is there any further help that can be given?*
- *Do you think we need to consider statutory assessment?)*

I look forward to hearing from you regarding a date and time for this meeting. You can contact me on *(contact telephone numbers)*

Yours sincerely *(your name)*

## Preparing for the meeting

You need to have up to date information about how your child is progressing in school. Remember, your concerns may not just be around their schoolwork, you may also want to discuss changes in behaviour, health issues or increased anxiety.



Depending on their level of ability, your child may be working towards 'P Levels' or the schools progress levels (schools use different assessments)

**P (Performance) levels** record the achievements of pupils with Special Educational Needs (SEN), who are not yet able to work at schools lowest levels.

P levels are divided into 8 different levels, P1 is the lowest and P8 the highest, P8 leads onto the schools progress levels. A pupil would progress through the levels as follows:-

P1 → P2 → P3 → P4 → P5 → P6 → P7 → P8 → in Year assessment levels

Find out up to date information on your child's current levels, this may have been discussed at your last parents evening, or will be on your child's latest school report. Look at previous levels they were working at and identify what progress has been made.

If you would find it helpful, use this space to make some notes about academic levels:-



**My child is currently working at the following levels:-**

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**This time last year, they were working at the following levels:-**

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**How many 'levels' of progress have they made?**

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**Are there any reasons you can think of, why this is better/worse than expected?**

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What help do you think your child needs to help them to progress?

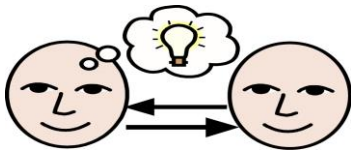


Be ready to share this information with the school, they will have their opinions too, but remember you are an expert in your child.

Also, take some time to think about any other issues that may be affecting your child's education. Again, you may like to make some notes below:-



Are there any other issues affecting your child's progress at school?



Do you have any suggestions or ideas on what could be done differently, to help address any of the above?

Remember, the help your child needs to progress is likely to be a mixture of what can be provided at school and some extra things that may need to be done at home. So be prepared to 'work together' to obtain the best outcomes for your child.



Your child's views are essential to finding successful outcomes. Your child should also be involved in the meeting; they should be given every opportunity to have a voice, to share 'what is happening to them' & what they feel is 'helpful'. However, they may need your help, help from Solihull SENDIAS or an advocate to be able to participate.

**The best outcomes for a child with additional needs always come from a joint working relationship between school, parents, other services, by working with & including 'the child'.**





## What next?

Whatever is decided at the meeting needs to be transferred into actions and targets. It should be clear what the targets are, how these are going to be achieved and when it will be reviewed. Where possible these targets should be shared with your child.

## **A child's progress plan should be:**

- Focused on your child's needs and priorities
- Shared with the child (as appropriate to their level of understanding)
- Distributed to all relevant staff & parents/carers
- Reviewed at least 3x a year (termly is ideal) to discuss whether the targets have been met & to set new targets.

## **A good plan should include:**

- 3 or 4 short term targets for your child
- Teaching strategies
- Support to be given
- The provision to be put in place
- Expected outcomes
- A review date



*If school can show that progress is being made, this will hopefully reassure you, although you may wish to discuss how this is being monitored.*

**NOTE:** You may want to note down what is agreed at the meeting. It will act as a useful reminder for you to check later when you receive the plan to make sure it has all been included.

## **What new aims/targets were agreed?**

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**What have school agreed to do?**

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**What have other services agreed to do?**

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**What have I agreed to do?**

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**Next review date will be:**

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*We have left space for additional notes on the next page*

## **What If I am not happy with the outcome of the meeting?**

Whatever the problem is, there is usually a way forward.



For example, if school are genuinely offering all the support at their disposal and it is evident that your child still isn't making adequate progress, you may need to discuss the possibility of a Education, Health & Care (EHC) assessment (ask us for a copy of 'EHC Needs Assessment')

If you are not happy with the way the school has treated you, they will have their own complaints procedure, which you should follow.



**We hope you have a successful meeting.**



### Space for additional notes:

For further impartial help & support around this & other areas of SEND,  
please contact **Walsall SENDIASS**



**0808 802 6666**



**[walsallsendiass@family-action.org.uk](mailto:walsallsendiass@family-action.org.uk)**



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