**If you are a parent or carer and you believe your child has special educational needs (SEN)**

1. Every school or setting has a member of staff responsible for children and young people with special educational needs usually referred to as the Special Education Needs Co-ordinator (SENCo). School SENCos have to be teachers. **The SENCo is your first point of contact.**
2. The SENCo understands how to assess and make provision for children with SEN and schools receive formula funding to provide this.
3. If the provision required to meet your child’s needs are beyond what can be reasonably expected of a school or setting, then the school can refer to Bradford Metropolitan District Council’s Children’s Services for additional resources. This is called a ‘Statutory Assessment of SEN’.
4. If the evidence from yourselves, your child, the school and other involved professionals supports the need for additional provision beyond what can be reasonably expected of a school or setting, then a Statement of Special Educational Needs will be written. This will detail and fund the additional provision.
5. The statutory timescale for producing a Statement is six months from the date of agreeing to carry out an assessment.
6. **This provision could be made in a local school, a school with additional specialist resources or a special school.** This will depend on your child’s needs and will be fully discussed with you. We endeavour to meet parental preferences wherever possible within the available resources.
7. It is possible that you may disagree with your SENCo about the level of your child’s needs. If this is the case then you can contact the independent [‘Parent Partnership Service’](http://www.barnardos.org.uk/parentpartnershipservice.htm%E2%80%8E) or you can contact an SEN Casework Officer. It is possible to request a Statutory Assessment independently of the school or setting. Statutory Assessments can be undertaken for children aged 0 to 19. It is very unusual to carry out an assessment for a child aged under two years old.