

Name of provider and status	Contact helpline case study – October 2018
Role of author	Helpline parent adviser – SEN team
Background details:	Name: Child A Gender: Male Age: 5 SEN/Disability- Autism SEN Status- SEN Support Type of school- Mainstream
Brief reason for selecting:	Re-occurring issue (Part-time timetables) Top 5 issue (SEN support/EHC needs assessment)
Overview of the issues:	Ms E called the Contact helpline and explained that the family recently moved to England from Wales, where the child had a statement of SEN. The child does not have an EHC plan and Ms E did not know much about EHC plans. Child A is only at school for 2 hours a day at the moment. Within those two hours, he is sat in the corner of the classroom and often runs away. Ms E told the adviser that she feels her son can cope full time and having him home is preventing her from seeking employment.
Areas relating to:	SEN support in mainstream school, Part-time timetables/unofficial exclusion
Advice and information provided:	<ul style="list-style-type: none"> - The parent adviser explained to Ms E that part-time timetables are allowed but only in very exceptional cases. We advised that there is not much in the law surrounding part-time timetables but the attendance guidance (Page 16) briefly mentions it. - We explained that her son should be on SEN support and have an SEN support plan that explains how he is supported in school. - We explained that the school should use a graduated approach to support the child. This should include looking into why the child is running (over/under stimulation of sensory needs, feeling bored etc.) in order to put strategies in place to reduce the likelihood of it happening again. - We encouraged Ms E to request a meeting with the SENCO to discuss her concerns and ask for evidence of child A's SEN support plan as well as requesting that her son is allowed in full-time with sufficient support. - We explained that an EHC plan is the equivalent of a statement of SEN and clarified the similarities and differences between the two. - We advised Ms E to read Contact webpage on EHC needs assessment and plan for guidance.

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	<ul style="list-style-type: none">- We provided the contact details for her SENDIASS for local support.- We kept record of Ms E's enquiry and encouraged her to get in touch if she requires further help or advice.
Anticipated outcomes: (we do not case work or follow up on individual enquiries)	<ul style="list-style-type: none">- Ms E understands her son's right to be in school full time.- Ms E understands the school's duty to support her son as a disabled pupil along with her son's right to be supported fully which in school.- Ms E recognises that the reasons for her son's behaviour may not be fully understood yet but feels empowered to discuss this with the SENCO- Ms E is better informed and has the contact details of local SENDIASS for local support and information.