

### Parental Advice Form

You have received a Parental Advice form as part of the statutory assessment of your child. The guidance below will help you to complete this form.

This factsheet can also be used to help you put together information about your child in response to the Parental Representations form that you will receive with your letter from the EA to say that they are considering conducting a Statutory Assessment.

*Please NOTE*

***It is important to use the Guidance notes supplied by the Education Authority (EA) with your form, answering all sections with reference to what has been suggested for inclusion in each section when completing your form.***

***SENAC provides independent advice and information and these notes are intended only as additional general considerations which may or may not be relevant to you. Also, the named EA Officer may help you compile your form and the school should also be able to advise you.***

#### **EARLY YEARS.**

Refer to any difficulties during the birth, any relevant medical concerns or conditions that were identified or diagnosed.

Did your child reach all expected milestones? Did you or any other professional, medical, health visitor etc, express or identify any relevant factors or concerns about any early development? Refer to anything during these early years that you think may be relevant or you were concerned about. Any problems with feeding, toilet-training, mobility, responding to others, any sensory issues etc.

Refer to any involvement from any other professionals who advised you about your concerns, any relevant medical concerns, conditions, diagnosis etc. Who advised you and what was their input? What was the result of any of this advice, action taken, etc?

#### **GENERAL HEALTH.**

As well as the areas listed on your form for this section include how any medical or health conditions affects your child. Include all concerns relating to health, allergies, special diets, any medicines required etc.

How is your child's general demeanour? Is there any level of anxiety or worry, describe how he is generally and any concerns you may have in this area?

#### **PHYSICAL SKILLS**

As well as the examples listed on your form under this section it may be relevant to refer to activities such as using cutlery, holding pencils, doing buttons, can s/he determine between his left and right hand if not you might want to put that down, any difficulties with co-ordination, climbing stairs etc.

What physical activities does s/he enjoy, what is s/he good at, what activities causes the greatest difficulty, stress, challenge or worry?

## Parental Advice

### Guidance Notes (K)

Describe any physical or mobility problems your child may have and how these impact on his/her life and independence. What support does s/he need due to these difficulties?

#### SELF-HELP

What level of independence is there, how much support do you have to give for dressing skills, attending to personal hygiene, bedtime routines, getting ready for school etc? Refer to any difficulties and how you try to help with these. Does your child stay on task when dressing etc, does s/he use any rituals, routines to help cope with these tasks, is s/he aware of personal hygiene, can s/he manage buttons, zips etc?

Think about how long the processes of dressing take. If your child has any difficulties coping with this area or if s/he needs some level of support either physically or with instruction and encouragement to complete them, then put all your concerns, observations, behaviours etc on your form.

Going places, what level of independence is there, is s/he aware of his own personal safety, dangers, road safety awareness or is s/he always supervised, include anything you think is relevant.

#### COMMUNICATION

If there are any speech difficulties, any input from a Speech Therapist etc. make reference to them. Any other concerns regarding communication list these. As well as those examples listed on your form in this section you might want to give more detail to areas of communication s/he finds challenging. Can s/he follow instruction, do you have to repeat instructions or break it down more for him/her, does s/he take things literally, does this cause misunderstandings between him/her and his/her friends or peers, does s/he understand humour in conversation, does s/he understand facial expressions, can s/he read them or does s/he misinterpret them? Does s/he worry or get stressed by any challenges in communicating with others. How are his/her conversational skills, can s/he relate personal information, his/her address, etc. Include anything that you think is relevant and impacts to any degree on his/her ability to mix, socialise, concentrate, learn, participate in class etc. and suggest what support s/he might need to help him overcome or cope with this area.

#### PLAYING AND LEARNING AT HOME.

As well as the activities and suggestions on the form, make reference to homework activities and what difficulties if any arise from this. Does s/he stay on task, how long does homework take, what is his/her motivation like? Does s/he have any independent working skills, what are listening and attention skills like?

What do you do to help him/her if any of these things occur, what do you find works best, how much supervision do you give him/her?

How does s/he occupy him/herself during unstructured times, what does s/he enjoy and what is challenging to him/her?

How does s/he interact, play with other family members, friends etc?

#### RELATIONSHIPS.

As well as describing how your child interacts at home you may want to refer, if relevant, to how s/he makes and maintains friendships. How sociable s/he is, how s/he interacts with people s/he doesn't know, coping with groups of people, peers etc. Include any social activity that causes him/her concern etc.

### BEHAVIOUR AT HOME.

Refer to any of the examples listed on your form that may be relevant to your child. Include any behaviours, anger thresholds, any triggers that you are aware of that cause anxiety or behavioural difficulties, perhaps frequency if relevant. Any difference in behaviour between situations, familiar as compared to unfamiliar. Are there any strategies you use, have you had any input from any other agencies to give you help or advice on behavioural issues in the home? Again, anything that you think is relevant and adds to the challenges your child faces.

### AT SCHOOL

What does s/he enjoy the most at school and what does s/he find the most challenging, what aspects or areas of school cause the most concern or worry?

How do you feel s/he has progressed at school, how does s/he get on with his/her classmates, the staff etc?

Is he motivated to go to school, does he chat about his school day, what are the positives and the negatives?

What activities if any, are challenging, any subject, any school routines, school assemblies, in the playground, lunchtimes etc.

How is your child at moving round the school, how much supervision or instruction does s/he need?

Does s/he understand the concept of time, can s/he follow a timetable?

How does s/he concentrate in class, what concerns have been raised or discussed, what are your views on these?

What areas of the curriculum cause the most challenges or difficulties? How is s/he helped or supported to face these difficulties.

### YOUR GENERAL VIEWS.

In this section you may be asked what you think your child's special educational needs are and how you think these can be catered for. List everything you think is relevant, references to how your child has progressed, what aspects of learning s/he has difficulty with, speech and language difficulties, sensory, physical, concentration, organising skills, listening skills, following instruction. Mention areas of the curriculum s/he has difficulty progressing in e.g., literacy, numeracy etc. Any learning difficulties that your child has that in your opinion requires special educational provision and what you feel this provision should include. **What exactly do you feel your child needs within school to address each of the learning difficulties?**

Also, in this section refer to any other concerns you have about your child and their future. How s/he copes with the difficulties s/he faces, his/her self-esteem, does s/he get frustrated etc and what you would hope to see put in place for him/her to help him/her progress and achieve.

***The Parental Advice form provides you with the opportunity to give a full picture of your child, his/her difficulties and needs, and what you feel is required to provide for those needs.***