



Parent Information Guide for Professionals (SEND & Home Education)

Introduction

As a home-educating parent of a child with SEND, you may be asked to share important information with professionals (such as speech and language therapists, educational psychologists, occupational therapists, SEND advisers, tutors, or EHCP professionals). This helps build a clear and accurate picture of your child's needs, strengths, and current support.

Providing this information supports assessments, reports, and planning, ensuring that appropriate provision is put in place to help your child thrive.

Typical information includes:

Child details

- Name and date of birth
- Current age/year group equivalent
- Diagnosis (if any)
- Existing identified needs
- Strengths, interests, hobbies, motivators

Education information

- Whether the child is electively home educated or out of school for another reason
- Previous schools attended
- Reasons for home education (if parents wish to share)
- Current learning approach (structured timetable, child-led, online, hybrid etc.)

SEND history

- Existing EHCP status (has one, applying, annual review pending etc.)
- SEN Support history
- Previous interventions received
- Past support from school or outside agencies

Assessments and reports

You may be asked to provide:

- EHCP and annual reviews
- Educational Psychology reports

- Speech and language reports
- Occupational therapy reports
- Medical reports
- School reports and assessments
- Previous targets or support plans

Your Current concerns

Professionals often ask:

- What are your biggest concerns right now?
- What does your child find difficult?
- What works well?
- What would you like support with?

Examples:

- Communication difficulties
- Emotional regulation
- Literacy concerns
- Attention and listening
- Sensory differences
- Behaviour or anxiety

Everyday functioning information

- Communication at home
- Friendships/social interaction
- Independence skills
- Sleep/eating/sensory needs
- Emotional wellbeing

Evidence/examples

Many parents keep:

- Work samples
- Videos or photos

- Observation notes
- Learning journals
- Behaviour records
- Examples of challenges or successes

Goals and aspirations

Professionals often ask:

- What outcomes do you want?
- What would success look like in 6 to 12 months?
- What are your hopes for your child?

For home-educated children, professionals sometimes rely more heavily on parent information and observations because there may be fewer school-based records available. A simple parent profile or one-page summary can be very useful. A template for this is available on the downloads page.

Special Educational Needs

The child's identified needs are often grouped into areas such as:

1. Communication and Interaction

- Speech and language difficulties
- Social communication
- Autism-related needs
- Receptive/expressive language

2. Cognition and Learning

- Literacy and numeracy difficulties
- Memory and processing
- Learning difficulties

3. Social, Emotional and Mental Health (SEMH)

- Emotional regulation
- Anxiety
- Behaviour needs
- Social skills

4. Sensory and/or Physical Needs

- Hearing/vision
- Fine/gross motor skills
- Medical or physical needs

- Sensory processing

Health Needs

Health needs linked to the child's SEND. It is important to clearly describe any health needs linked to Special Educational Needs and Disabilities (SEND). These should show how a child or young person's health impacts their learning, daily functioning, and ability to access education.

Describe the condition or difficulty clearly with examples of impact on education:

Examples of impact on education:

- concentration
- attendance
- social interaction
- ability to access lessons

Examples of health needs could be:

1. Neurodevelopmental Conditions

These often directly affect learning, communication, and behaviour:

Autism spectrum condition (ASC)

- Sensory sensitivities (noise, light, touch)
- Anxiety or distress in busy environments
- Difficulties with communication and social interaction

ADHD (Attention Deficit Hyperactivity Disorder)

- Poor concentration and impulsivity
- Difficulty sitting still or following instructions
- Sleep difficulties linked to hyperactivity

2. Mental Health & Emotional Needs

These can significantly affect school attendance and learning:

- Anxiety disorders (generalised, school anxiety, phobias)
- Depression or low mood
- Emotional dysregulation (meltdowns, shutdowns)
- Trauma-related needs (including PTSD)
- Self-esteem difficulties linked to SEND

3. Speech, Language and Communication Needs (SLCN)

Although often educational, they are also health-related:

- Speech delay or unclear speech
- Receptive language difficulties (understanding instructions)
- Expressive language difficulties (forming sentences)
- Social communication challenges (e.g. pragmatic language)

4. Physical Health Needs

Conditions affecting mobility, stamina, or access to activities:

- Cerebral palsy
- Dyspraxia / Developmental Coordination Disorder (DCD)
- Hypermobility or joint pain
- Chronic fatigue
- Muscular or neurological conditions

5. Medical Conditions

Ongoing health conditions requiring management:

- Epilepsy (seizure management)
- Diabetes (monitoring blood sugar, insulin needs)
- Asthma (risk of attacks, need for inhalers)
- Severe allergies (anaphylaxis risk)
- Gastrointestinal issues (e.g. feeding difficulties, reflux)

6. Sensory Needs

These can impact access to the curriculum:

- Visual impairment
- Hearing impairment
- Sensory processing difficulties (over or under sensitivity to stimuli)

7. Sleep Difficulties

Often overlooked but important:

- Insomnia or irregular sleep patterns
- Night waking impacting daytime functioning

- Fatigue affecting concentration and behaviour

8. Feeding & Eating Difficulties

Sometimes linked to sensory or medical needs:

- Restricted diet (e.g. ARFID)
- Swallowing difficulties (dysphagia)
- Sensory aversions to textures or smells

9. Toileting & Personal Care Needs

Important for school access and independence:

- Continence issues (daytime or nighttime)
- Delayed toilet training
- Need for support with personal care

10. Sensory Regulation & Behaviour Linked to Health

These overlap with other areas but should be clearly described:

- Sensory overload leading to distress
- Need for movement breaks
- Self-regulation difficulties
- Behaviours that communicate unmet health or sensory needs

Have you any professional evidence (e.g. paediatrician, CAMHS, SALT) such as:

- therapy (speech therapy, OT)
- medication support
- specialist equipment
- adult support or interventions

Example: "X has significant sensory processing difficulties linked to autism, which result in overwhelm in noisy classroom environments. This affects their ability to concentrate and regulate emotions, requiring structured sensory breaks and a low-stimulation learning space."

Social Care Needs

Social care needs affecting education. This is how a child or young person's home life, independence, safety, and social functioning are affected by their SEND, not just their education.

For example:

1. Independence & Daily Living Skills

Difficulties managing everyday tasks compared to peers:

- Needs help dressing, washing, or brushing teeth
- Difficulty organising belongings or completing routines
- Limited awareness of personal hygiene
- Struggles with time management and transitions

Link to SEND: Often linked to autism, learning disabilities, or physical needs.

2. Safety Awareness

Risks due to limited understanding of danger:

- Poor road safety awareness
- Tendency to wander or run off (absconding)
- Lack of awareness of strangers or unsafe situations
- Risk-taking behaviours (climbing, unsafe play)

Important for supervision planning.

3. Family Support Needs

The impact of the child's SEND on the family:

- High level of parental supervision required
- Siblings affected by behaviour or care needs
- Parent/carer stress due to managing behaviours or health needs
- Need for respite or short breaks

4. Social Interaction & Relationships

Difficulties forming and maintaining relationships outside school:

- Struggles to make or keep friendships
- Misunderstands social cues
- Social isolation or withdrawal
- Vulnerability to bullying or exploitation

5. Emotional Regulation in the Home/Community

How behaviour presents outside school:

- Meltdowns or aggressive behaviour at home or in public
- Difficulty coping with change in routines
- High anxiety leaving the home or accessing community activities
- Self-harming behaviours (if present, describe carefully and factually)

6. Access to Community & Activities

Barriers to participating in everyday life:

- Unable to access clubs, parks, or social activities without support
- Sensory sensitivities preventing participation
- Requires 1:1 adult support in the community
- Difficulty using public transport

7. Communication in Social Contexts

Impact of communication needs on daily life:

- Cannot communicate needs effectively in the community
- Difficulty asking for help
- Relies on familiar adults to interpret needs
- Limited understanding of instructions outside structured settings

8. Personal Care Needs

Additional support beyond age expectations:

- Continence support required
- Help with bathing, dressing, or toileting
- Menstrual management support (if relevant)
- Feeding assistance

9. Behaviour That Requires Support

Behaviour linked to SEND that impacts daily living:

- Challenging behaviour at home (e.g. hitting, property damage)
- Rigid routines causing distress if disrupted

- Repetitive behaviours limiting participation
- Difficulty following boundaries

10. Vulnerability & Need for Protection

Important safeguarding-related needs:

- Easily influenced or manipulated by others
- Lack of understanding of boundaries or consent
- Online safety risks
- Needs supervision to stay safe in social situations

11. Need for Respite or Short Breaks

Often a key social care provision:

- Requires structured breaks from caring responsibilities
- Needs access to specialist clubs or respite services
- Family requires support to prevent breakdown

Think about:

- The daily impact at home and in the community
- How needs go beyond what is typical for age
- Linking needs clearly to the child's SEND diagnosis or profile
- Any evidence (e.g. social worker, Early Help, paediatric reports)
- Support already in place and any gaps

Example: "X has very limited awareness of danger and will run into roads without stopping, requiring constant 1:1 supervision when outside the home. This significantly limits their ability to access community activities safely."

Outcomes

Specific goals the child is expected to achieve. This is often created from the information you provide when you think about needs. For example:

1. Independence & Daily Living Skills

Need: Requires support with dressing, hygiene, and following daily routines due to developmental delays/SEND.

Suggested outcomes:

- "By the end of KS2, X will independently complete a simple morning routine (e.g. get dressed, brush teeth) on 4 out of 5 days with visual prompts."
- "Within 12 months, X will follow a 3-step routine with no more than one adult prompt."

2. Safety Awareness

Need: Limited awareness of danger, including road safety and stranger awareness.

Suggested outcomes:

- "Within 1 year, X will demonstrate safe road-crossing behaviour (stop, look, listen) with verbal prompting in 4/5 opportunities."
- "By the next annual review, X will stay within safe proximity of an adult when outdoors in the community."

3. Family Support Needs

Need: High level of supervision required; significant impact on family functioning.

Suggested outcomes:

- "Over the next 12 months, family stress will be reduced through access to regular short breaks, measured by parent report and reduced crisis incidents."
- "X will engage in a structured activity outside the home once per week with appropriate support."

4. Social Interaction & Relationships

Need: Difficulty forming friendships, understanding social cues, and risk of isolation.

Suggested outcomes:

- "Within 2 terms, X will participate in a supported group activity and engage appropriately with peers for at least 10 minutes."
- "By the annual review, X will demonstrate 2 taught social skills (e.g. turn-taking, greeting others) in structured settings."

5. Emotional Regulation (Home/Community)

Need: Experiences meltdowns/anxiety that impact daily life outside school.

Suggested outcomes:

- "Within 6 months, X will use a taught calming strategy (e.g. breathing, break card) in 3/5 situations where they feel overwhelmed."

- "Incidents of dysregulation at home/community will reduce from daily to fewer than 3 per week within 12 months."

6. Access to Community & Activities

Need: Unable to access community activities without significant support.

Suggested outcomes:

- "By the end of the year, X will attend a community-based activity (e.g. club, park visit) weekly with support."
- "Within 12 months, X will tolerate new environments for up to 30 minutes with appropriate adjustments."

7. Communication in Social Contexts

Need: Difficulty expressing needs and understanding communication outside structured settings.

Suggested outcomes:

- "Within 2 terms, X will communicate basic wants/needs in the community using verbal language, visuals, or AAC in 4/5 opportunities."
- "By the annual review, X will initiate communication with a familiar adult in community settings at least once per activity."

8. Personal Care

Need: Requires assistance with toileting, feeding, or personal hygiene beyond expected age.

Suggested outcomes:

- "Within 1 year, X will indicate the need for toileting using words/signs/visuals in 80% of instances."
- "By the next review, X will independently wash hands following a visual sequence."

9. Behaviour Requiring Support

Need: Challenging behaviours linked to SEND affecting home and community participation.

Suggested outcomes:

- "Within 12 months, frequency of challenging incidents (e.g. aggression/property damage) will decrease by 50% as recorded in behaviour logs."
- "X will use an alternative communication or coping strategy in place of challenging behaviour in 3/5 situations."

10. Vulnerability & Safeguarding

Need: At risk of exploitation or harm due to limited understanding of boundaries.

Suggested outcomes:

- "Within 2 terms, X will identify a 'safe adult' and demonstrate how to seek help in role-play scenarios."
- "By the annual review, X will demonstrate understanding of basic personal boundaries (e.g. saying no, recognising unsafe situations) with support."

11. Respite / Short Breaks

Need: Family requires support to meet care demands sustainably.

Suggested outcomes:

- "Within 6 months, X will access regular short break provision (e.g. weekly or monthly), improving engagement in activities and reducing family stress."
- "X will participate in a supported respite activity for a minimum of 2 hours per session by the next review."

Special Educational Provision

As you are home educating, you can still request and access special educational provision, but the routes are a bit different compared to school-based children.

Here are the main people/services you can ask, and how it works:**1. Your Local Authority (LA), the key route**

Even if your child is home educated, the local authority is responsible for EHCPs.

You can:

- Request an EHCP needs assessment directly yourself (parent request)
- Ask for Section F provision (special educational provision) to be specified in the EHCP
- Request funding or support to help you deliver provision at home

Important:

- If an EHCP is issued, the LA must ensure the provision is made
- BUT with elective home education, they may expect you to arrange it, unless agreed otherwise

Ask:

- SEND team
- EHCP caseworker
- SEN panel

2. NHS Services (Health Provision linked to education)

You can self-refer or ask your GP for referrals to:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- CAMHS (mental health support)
- Paediatrician

These services can:

- Assess your child
- Provide reports
- Sometimes deliver therapy

3. Portage / Early Years SEND Services (if under 5)

- Home-based support for younger children with delays
- Helps with development, routines, and play skills

4. Social Care (if there are care needs)

You can request:

- A Child in Need assessment (Section 17)
- Short breaks / respite services
- Family support workers

5. Independent Therapists / Specialists

If NHS or LA support is limited, you can approach:

- Private SALT or OT
- Autism specialists
- Educational psychologists (independent reports)

6. Educational Psychologist (EP)

For home-educated children:

- You can request EP involvement through the LA during EHCP assessment
- Or commission a private EP report

They help identify:

- Learning profile
- Cognitive needs
- Required provision

7. SENDIASS (free support service)

Special Educational Needs and Disabilities Information, Advice and Support Service. A free, impartial service available in every local authority area. It supports:

- Parents and carers
- Children and young people (usually up to age 25 with SEND)

Every area has a SENDIASS service.

They:

- Explain your rights
- Help with EHCP applications
- Support you in meetings and appeal

SENDIASS can give advice on:

- EHCP applications and processes
- School support (SEN Support, exclusions, placements)
- Understanding reports and assessments
- Your legal rights under SEND law
- Disagreements with the local authority or school

It is a service free of charge, confidential, and impartial.

8. If the LA refuses support

You can:

- Request mediation (SENDIASS)
- Appeal to SEND Tribunal (for EHCP issues)
- Challenge lack of provision if it's in an EHCP

Key things to know: Home education does NOT remove your right to an EHCP. The LA cannot refuse an EHCP just because you home educate. However, they may offer personal budgets or expect you to organise support yourself.

Example wording when asking for provision:

"As a home-educating parent, I am requesting that the Local Authority specifies and secures appropriate special educational provision within Section F of the EHCP, including access to specialist therapies and professional input required to meet X's needs."

Health Provision

Health services and support, this can include health support from:

Speech & Language Therapists (SALT)

Provision examples:

- Regular 1:1 therapy sessions
- Communication programmes
- Use of AAC (communication aids, visual supports)

Occupational Therapists (OT)

Provision examples:

- Sensory integration therapy
- Fine motor skills support
- Advice on seating, equipment, and regulation strategies

Physiotherapists

Provision examples:

- Exercises for mobility and strength
- Movement programmes
- Specialist equipment (e.g. braces, seating)

CAMHS (mental health services)

Provision examples:

- Therapy sessions (CBT, counselling)
- Emotional regulation support

- Crisis or anxiety management plans

Paediatricians or specialist nurses

Provision examples:

- Monitoring medical conditions
- Administering medication
- Individual healthcare plan

Dietitians, continence nurses, etc.

Provision examples:

Epilepsy

- Seizure management plan
- Emergency response training

Diabetes

- Blood glucose monitoring
- Insulin administration

Asthma

- Access to inhalers and trained supervision

A concise version of this document is available on the [Communicate:8 downloads page](#) along with two example templates of how to create a one-page profile useful for evidence at meetings.