

## What are special educational needs?

Special educational needs are considered in children and adolescents who are impaired in their developmental and learning abilities to the extent that they cannot be adequately supported in class without special educational assistance.

In order to learn successfully, they need special conditions and individual assistance that go beyond general educational measures.

Special educational needs can be identified in the areas of learning, mental development, emotional and social development, physical and motor development, hearing and vision.

## What is the Mobile Special Education Service (MSD)?

The Mobile Special Education Service is comprised of teachers who have specific knowledge in the field of special educational diagnostics and support. They review your child's current level of learning and development and the existing resources, and recommend interventions to support them.

## How can you contribute?

In addition to your active participation in discussions and consultations, you can significantly support the decision-making process by providing the MSD with copies of all documents available to you in this context at an early stage. These can include:

- Therapeutic / medical / psychological documentation (including speech therapy, occupational therapy, physiotherapy, social paediatrics centre, autism centre)
- Medical findings
- School psychologist evaluation
- Developmental documentation from a day care centre and early intervention
- Pedagogical development plan

If your child is found to have special educational needs, conditions must be created to manage the transitions, e.g. between primary school and secondary school, so that support can continue successfully. With this in mind, you should immediately inform the receiving school about your child's special educational needs and provide documents such as evaluations, support plans and development reports.

# On the right path

## Information for parents on the identification of special educational needs

Dear parents,

We suspect that your child has special educational needs. This assumption now needs to be verified. So that you don't have to await this review with uncertainty, worries or unanswered questions, we would like to inform you about the important content and different steps of the process.

It is very important to us to involve you as an expert on your child from the very beginning. You know your child and want the best possible opportunities for their development. As experts in school support, the teachers at your child's school and the special school are available to advise you.

This flyer is intended to give you an initial overview of the most important terms and steps in the advisory and special education needs assessment processes.

You can find all the legal bases online at [www.revosax.sachsen.de](http://www.revosax.sachsen.de):

- Education Act for the Free State of Saxony (SächsSchulG)
- School Regulations for Special Schools (SOFs)
- School Regulations for Primary Schools (SOGs)
- School Regulations for Upper and Evening Secondary Schools (SOOSA)
- School Regulations for Comprehensive Schools (SOGES)
- Administrative enforcement template for special educational needs and consultation (VwV Muster sonderpädagogischer Förderbedarf und Beratung)

Publisher and editor: Landesamt für Schule und Bildung, Reichenhainer Straße 29 a, 09126 Chemnitz, telephone: +49 371 5366-0, email: [poststelle@lasub.smk.sachsen.de](mailto:poststelle@lasub.smk.sachsen.de), [www.lasub.smk.sachsen.de](http://www.lasub.smk.sachsen.de)

Design and typesetting: September Markenführung GmbH

SONDERPÄDAGOGISCHE  
DIAGNOSTIK  
UND FÖRDERUNG



## 1. Consultation<sup>1</sup>

### Aim

Consultation on needs, resources and support

### Content

- Discussions with those involved in your child's development
- Observation of your child in his/her learning environment, if necessary
- Analysis of existing medical, psychological and therapeutic findings<sup>2</sup>

### Participants<sup>3</sup>

- You as parents
- Your child
- Teachers (Pedagogical specialists<sup>4</sup>, if necessary)
- Teacher from the MSD<sup>5</sup>

### Outcomes

The MSD teacher prepares a report of the results with recommendations

- for the individual support of your child at school,
- for extracurricular activities under the responsibility of the parents,
- for further consultation, if necessary, and
- to initiate the process for determining special educational needs, if necessary.

Requesting a special educational needs assessment process can be done by you or your child's school.

## 2. Diagnostics<sup>1</sup>

### Aim

Determination of the need for support

### Content

Special educational diagnostics, e.g.:

- Discussions with those involved in your child's development
- Observation of your child in his/her learning environment
- Tests
- Analysis of existing medical, psychological and therapeutic findings<sup>2</sup>

### Participants<sup>3</sup>

- You as parents
- Your child
- Teachers (Pedagogical specialists<sup>4</sup>, if necessary)
- Teacher from the MSD

### Outcomes

The MSD teacher prepares a special education evaluation containing the following:

- Comments about possible special educational needs
- Recommendations on educational path and place of learning
- Proposals for support
- Requirements for the place of learning and the teaching

You will receive a copy of the evaluation.

## 3. Support committee

### Aim

Recommendations on the nature of the support

### Content

- Explanation of the evaluation and the conditions for success of the support
- Opportunity for questions and discussion
- Statements from all participants

### Participants<sup>3</sup>

- You as parents
- Your child<sup>6</sup>
- School management, if necessary
- Teacher from the MSD

### Outcomes

The results are recorded in a report.

If your child has special educational needs, you as a parent have the choice between inclusive education at a regular school or intensive special education at a special school. The school administration decides on the admission of your child.

The evaluation and the support committee report are the basis for the decision of the State Office for Schools and Education.

## 4. Support

### Aim

Design of successful development and learning processes

### Content

- Targeted, individual support
- Process-related (special) educational diagnostics
- Special education consultation and support

### Participants<sup>7</sup>

- You as parents
- Your child
- Teachers
- Other pedagogical specialists
- Special education teachers

### Outcomes

The need for support is based on your child's individual development and is reviewed on an ongoing basis. Thus, in the course of school attendance, a special educational need may also be removed.

1. The application for consultation with the MSD as well as the application for the determination of special educational needs can be made by the school or the parents.
2. A medical diagnosis does not automatically indicate the existence of a special educational need.
3. Other concerned persons and institutions can be included, if necessary, with the consent of the parents.

4. In the case of children in their final preschool year, the pedagogical specialists of the daycare centre are included in the consultation and diagnostics.
5. Mobile Special Education Service
6. Your child's participation is a joint decision based on individual considerations.
7. Other persons as well as extracurricular network and cooperation partners can be included.