Estonia Parent Preparation Toolkit

Special Education Path — free practical organiser for school support, assessment, planning, review and transition conversations.

Important: Educational and organisational information only, not legal, medical or clinical advice. Terminology, rights, decision-makers and deadlines differ by country and may vary regionally. Confirm current requirements with the responsible education authority.

1. Parent summary

Child / learner name: _____

School / setting: _____

Date: _____ Meeting / review: _____

My three main concerns:

1. _____

2. _____

3. _____

2. Strengths and barriers

What is going well? _____

• What barriers are affecting learning, communication, participation, attendance or wellbeing?

_____

What does the child say helps? _____

3. Support already tried

Strategy / adjustment: _____ Started: _____

What happened / evidence of impact: _____

Strategy / adjustment: _____ Started: _____

What happened / evidence of impact: _____

4. Evidence checklist

• School reports and progress information

• Examples of work

• Attendance information where relevant

• Meeting notes and important emails

• Professional assessments or reports

• Child / learner views

• Parent / carer observations

• Record of support requested and delivered

5. Questions for the school

• What needs or barriers have been identified?

• What support or adjustments are being provided now?

• Who coordinates the support?

• How will progress and participation be measured?

• What written plan or record is used locally?

• When will support be reviewed?

• What is the next formal step if current support is insufficient?

• Which authority or specialist service is responsible for that step?

6. Meeting action record

Decision / action: _____

Responsible person: _____ Due date: _____

Decision / action: _____

Responsible person: _____ Due date: _____

Next review date: _____

7. If support is not working

• Write down exactly what is not working or not being delivered.

• Ask for the decision and reasons in writing.

• Identify whether the issue is assessment, provision, implementation, placement or process.

• Check the current school, authority, review, complaint, mediation or appeal route.

• Verify any formal deadline with the responsible authority.

8. Transition checklist

• What information must transfer to the new setting?

• Which strategies and adjustments must continue from day one?

• Who is the named contact at the new setting?

• When will the first review take place?

9. Local terminology notes

Write the exact local names used by the school or authority for assessment, support plans, specialist services and review or appeal routes. Do not assume an IEP or EHCP exists in this country.

10. Official verification

European Agency country information: www.european-agency.org/country-information

Special Education Path: specialeducationpath.com/europe/estonia/