



SEN CODE OF PRACTICE 2014

Definition of Special Educational Needs

- Child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:



- Have a significantly greater difficulty than the majority of others of the same age; or
 - Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others in mainstream schools or post-16 institutions
- This is a broad definition covering children and young people from 0-25 years of age.

Changes from SEN Code Of Practice 2001

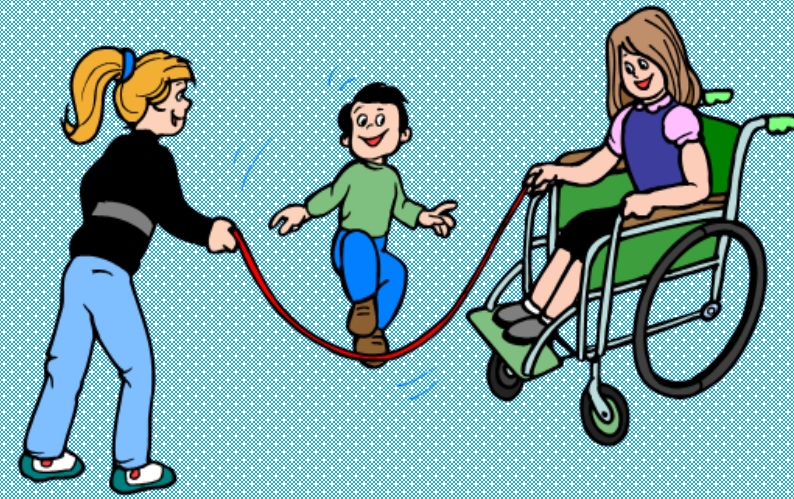
- Will now cover 0-25 age range
- More focus on the views of children
- Ensures close co-operation between education, health and social Care
- The Statement of Special Educational Needs will be replaced by a new '0-25 Education Health And Care Plan' (EHC Plan)
- More focus on success in education and successful transition to adulthood ... improving outcomes
- No longer 2 categories for SEN (no longer SA and SA+) one category for the SEN Register – 'SEN Support'



Principles Underpinning the Code of Practice

- The involvement of children, parents and young people in decision making
- Greater choice and control for young people and parents over their support
 - Local Offer
 - School Offer
 - Personal Budget
- Collaboration between education, health and care services
- High quality provision to meet the needs of children and young people with SEN... All teachers teach all children
 - “High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children”
 - “Special educational provision is underpinned by high quality teaching and is compromised by anything less.”

No more EBD!



- 4 broad areas of SEN:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical



SEN Support in Schools

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants
- Where a pupil is not making adequate progress, teachers and SENCos and parents should collaborate on problem solving, planning support and teaching strategies for individual pupils
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for lack of good quality teaching. The majority of pupils can make progress through such teaching.

Identifying SEN In School

- Assess pupils skills and attainment on entry
- Teachers, supported by SLT, should make regular assessments of pupil progress – where children are falling behind, they should be given extra support.
- Where pupils continue to make inadequate progress, despite high quality teaching, SENCo with class teacher should assess if there is a significant learning difficulty (rigorous assessment) and agree the SEN support needed for the child.
- Effective SEN support should then follow the graduated approach:
 - Assess
 - Plan (to include targets)
 - Do (responsibility of the class teacher with support from SENCo)
 - Review (termly – to include parents)

IEPs?



- This remains unclear
- Code of Practice talks about 'Plans' but no examples given
- 'Plans' should form part of the Graduated Cycle (see previous slide)
- SEN pupils will need targets to be tracked and monitored.

FUNDING FOR SEN SUPPORT



- ▶ Schools are provided with recourses to support those with SEN
- ▶ Schools have an identified notional SEN budget. This is not ring-fenced and the school should provide high quality support from the whole of it's budget
- ▶ Schools should be clear about their approach to the use of their resources to support the progress of pupils with SEN
- ▶ Additional funding for high needs can be provided through the LA – as top-up funding; this funding should be used to provide additional support for a higher needs pupil.

Governors must/should ensure:

- A qualified teacher is designated as a SENCo
- As part of the normal budget planning. The approach to use resources to support progress of pupils with SEN is determined
- Establish (with SENCo and Headteacher) a clear picture of the resources available to the school
- A suitable complaints procedure is in place, including relating to to children and young people with SEN