

THE SEND CODE OF PRACTICE

HEADLINES FROM THE 2015 UPDATE

- Extends the Code of Practice age range to cover children and young people from 0-25
- Now includes children and young people with disabilities, as well those with SEN
- Focuses on the views of children and young people and their parents
- Focuses on high aspirations and improving outcomes
- Emphasis on the importance of integration between different agencies

Pupils with SEN

The first step in supporting all pupils, including those with SEN, is Quality First Teaching which is scaffolded/differentiated for individual pupils.

Not every pupil making slower progress has SEN.

Some pupils may make slower progress for a reason unrelated to SEN, such as a gap in their learning.

All pupils' progress will be regularly assessed and any concerns raised with the SENCO to identify whether a pupil has SEN (in line with school practice and policy).

We assess whether the pupil's progress is:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the pupil's previous rate of progress
- Failing to close the attainment gap between the pupil and their peers
- Widening the attainment gap between the pupil and their peers

The role of the SEN CO-ORDINATOR

A school's SENCO will support teachers in regard to SEN provision.

Their role is largely a strategic one and includes coordinating provision.

SENCO's are not responsible for teaching pupils with SEN or for deciding on specific teaching strategies for pupils with SEN.

However, they can offer advice on how to do these things.

Implementing support for pupils with SEN

Areas of need

Children's SEN are generally thought of in the following four broad areas of need.
(Code 6.28 onwards)

Cognition & Learning

Communication & Interaction

Social, Emotional & Mental Health

Sensory & Physical

The Graduated Approach

UNIVERSAL PROVISION

SEN SUPPORT

EDUCATIONAL HEALTH CARE PLAN (EHCP)

UNIVERSAL PROVISION

Quality First Teaching, appropriately scaffolded/differentiated alongside use of supportive strategies and resources – details of strategies and resources are accurately recorded on the Raising Achievement Profile by the class teacher

SEN SUPPORT

SEN support is implemented and regularly reviewed using the procedure outlined in the 'graduated approach' as follows:

- **Assess:** The class teacher and SENCO analyse a pupil's needs.
- **Plan:** The class teacher and SENCO agree the support to be put in place. Parents are also notified. The support will be set out in an individual plan or provision map.
- **Do:** The class teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high quality scaffolded/differentiated teaching.
- **Review:** The class teacher and SENCO will review the effectiveness of the support regularly and agree any changes where needed.

EHC plans

Most pupils with SEN or disabilities will have their needs met through SEN Support. Pupils with more complex needs may need additional provision, which is set out in an EHC Plan. An EHC Needs Assessment can be requested by the school or parents and will be carried out by the local authority. EHC Plans are reviewed at an annual review meeting between school, parents and, if appropriate, any outside agencies involved.