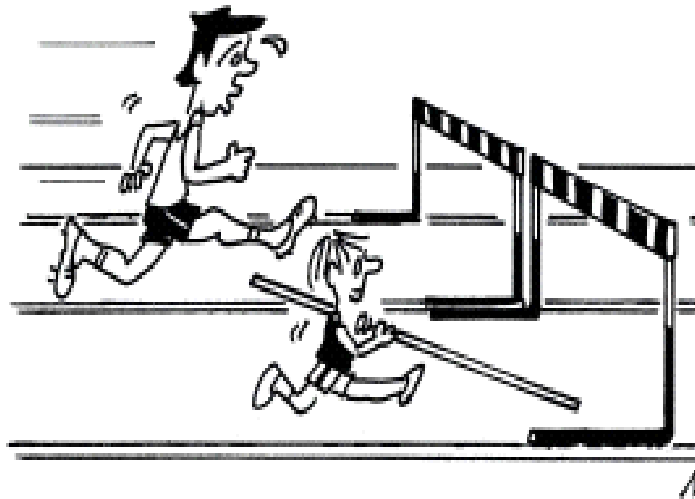


SEND Code of Practice 2014

The changes and how they impact upon us



Legislation

On 1st September the Special educational needs and disability code of practice: 0 -25 years became a statutory requirement for all schools – this supersedes any previous documents and legislation.

Children And Families Act 2014

Why are things changing?

“A statement is not enough” Ofsted 2010

“In some schools inspectors met pupils who were provided with significant additional hours whose needs could and should have been met appropriately by differentiated teaching in the class”

“too often it was assumed that children with SEN could not work with their peers because it was assumed they should work with adult assistance”

“Children are often identified as having lower level SEN (School Action) when in fact the barrier to their learning could and should be addressed through normal day to day classroom practise”

Green Paper 2013

Definition of SEND 2014

A 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:

- (a) have a **significantly greater** difficulty in learning than the **majority** of others of the same age; or

- (b) have a **disability** which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

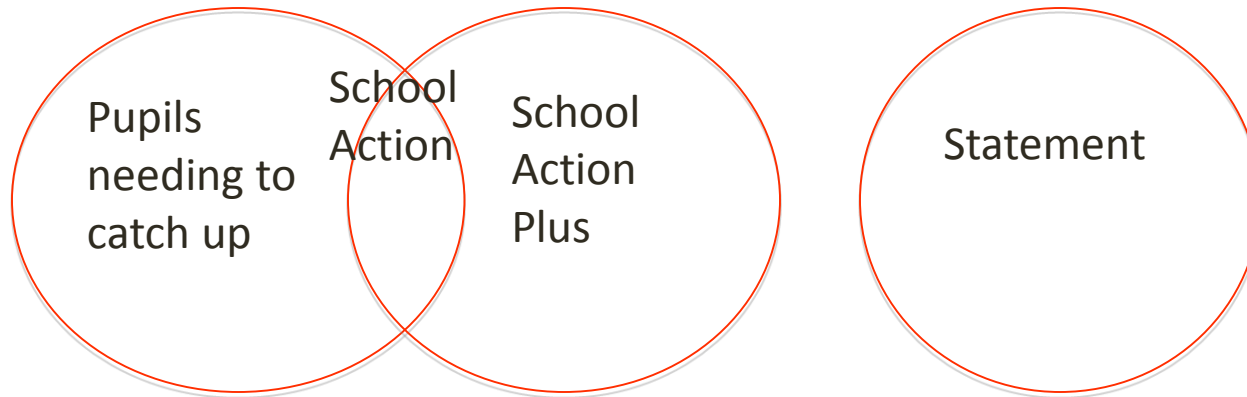
Areas of need

- ◇ Communication and Interaction
 - ◇ Cognition and Learning
 - ◇ Social, Emotional and Mental Health difficulties
 - ◇ Sensory/Physical Needs
-
- Behavioural difficulties do not mean that a child has SEN and should not lead to a pupil being registered as having SEN
 - Similarly a child having a disability does not necessarily mean they have SEN and should not automatically be registered as having SEN.

Main changes

- Covers ages 0-25
- No statements but EHCP
- Groups SEND into 4 areas (C and I, C and L, Social and emotional/mental health difficulties, Sensory and physical)
- Pupil and parent voice is critical
- Strong focus on joining up the dots
- School must use its best endeavours
- A SEND report must be available on the website
- Graduated response to remove School Action and School Action Plus and create SEN Support and EHCP

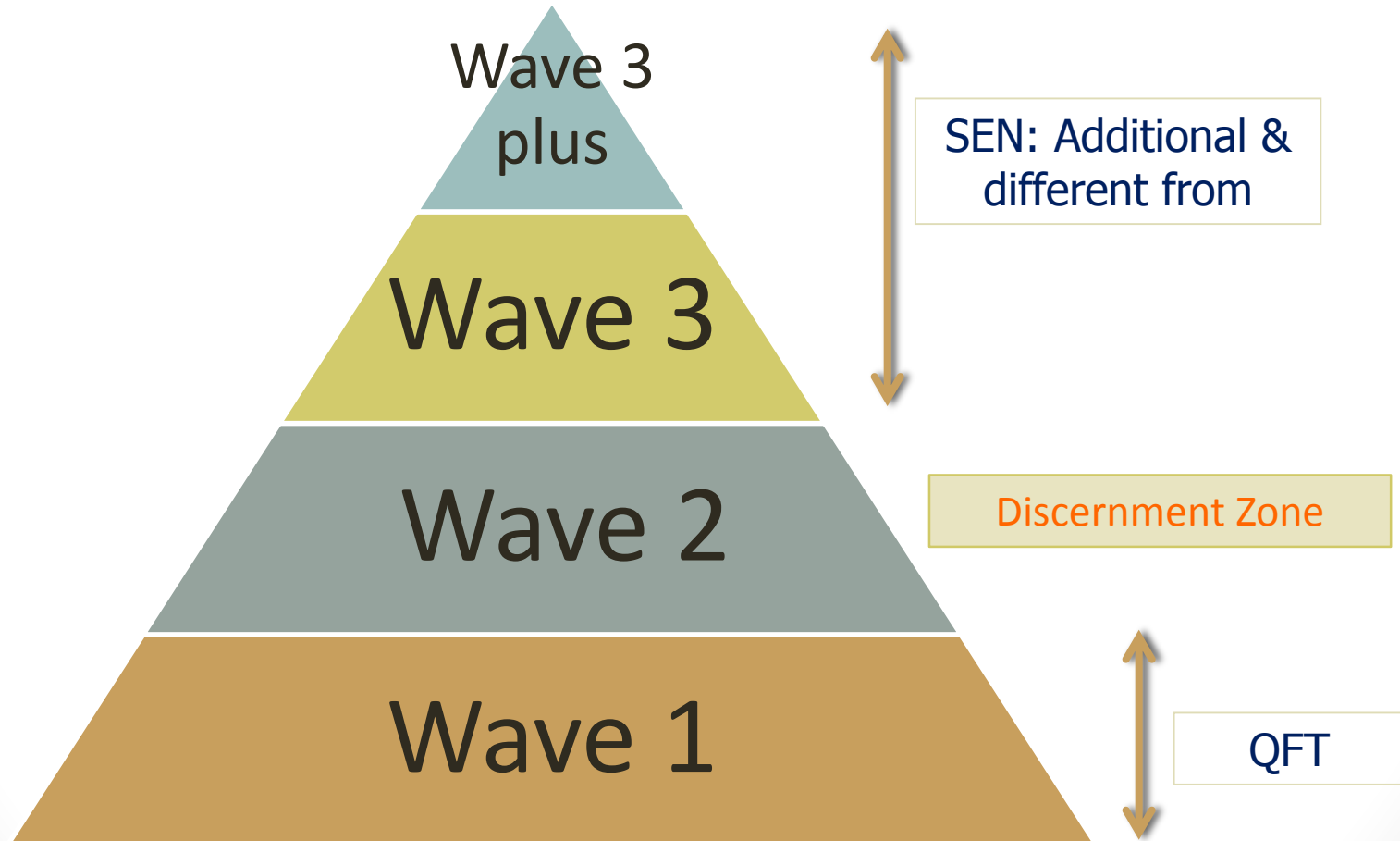
Moving from :



To



Identify the need using Ordinarily Available



Graduated response

Assess – Plan – Do – Review

Assess

We must take account of parents' views, child's views, Levels, phonics check

Plan/Do

Step 1 – QFT

Step 2 – Targeted special educational provision

Review

Progress is tracked through data, parents' views, child's views, Progress Meetings with the Head and Deputy

“need to ensure that where additional/different targeted provision is planned for, there are clear and expected outcomes linked directly to provision.”

We need to ask

1. Have children made progress?
2. What is the evidence?
3. Have the skills been transferred back to class if the child has been taken out?
4. Do we need any changes to provision?
5. Have we spoken to parents/children about how they feel?