



SEND Code of Practice: 0 to 25 years

Background

The Special Educational Needs and Disability (SEND) Code of Practice is statutory guidance and relates to Part 3 of the Children and Families Act 2014. Whenever decisions are taken relating to children with SEN, consideration must be given to what the Code says. It is statutory guidance for organisations who work with and support children and young people with SEN and their parents. It applies to academies and free schools.

The Children and Families Act and the SEND Code of Practice were in force from 1 September 2014.

Key points

- The SEND Code of Practice covers the 0 to 25 age range.
- Education, health and care (EHC) plans replace statements and learning difficulty assessments.
- Emphasis is placed on the views, wishes and feelings of the child or young person and their parents.
- The child or young person and their parents are expected to participate as fully as possible in decisions.
- A high level of collaboration between education, health and social care services is expected.
- The Local Offer outlines information about the SEN provision available.
- There is a focus on the quality of teaching and teachers are expected to teach children and young people with a diverse range of needs.
- SEN support will be made available where interventions are needed that are additional or different from those normally provided.
- Parents wishing to appeal must make contact with an independent mediator first.

Schools (including academies) must:

- use their best endeavours to ensure that a child with SEN gets the support they need
- ensure that children with SEN take part in the activities of the school together with children who do not have SEN
- designate a teacher to be responsible for co-ordinating provision for children with SEN
- inform parents when SEN provision is being made
- prepare a SEN information report, their arrangements for the admission of disabled children and accessibility plans.

The graduated approach

- Teachers are responsible for the progress and development of the pupils in their class.
- Stage one is the provision of high-quality teaching. SEN should not be regarded as sufficient explanation for low achievement.
- Where pupils continue to make inadequate progress despite high-quality teaching, the class teacher and SENCO should assess whether the child has a significant learning difficulty and needs SEN support.



- Where a decision is made to provide SEN support, parents must be notified and a plan drawn up that includes the interventions and support to be put in place. The class teacher will remain responsible for working with the child on a daily basis.
- There should be regular reviews to monitor the effectiveness of the support and the impact on the child's progress and make decisions about whether any changes are needed.
- If a child makes little or no progress the school should consider involving specialists, including those from outside agencies. They should always involve a specialist where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite the implementation of SEN support.
- If progress continues to be insufficient a request can be made for an EHC needs assessment – the local authority makes a decision whether to go ahead or not. Schools will be expected to demonstrate evidence of the action they have already taken.
- A statutory assessment of EHC needs is completed by the local authority – during the process the local authority must provide parents and children with impartial advice and support.
- An EHC plan should be prepared and a draft plan sent to the child's parents with at least 15 days allowed for them to present their views.
- The final plan should be signed and dated by the local authority officer responsible and must be issued to the governing body or principal.
- Formal reviews of the EHC plan must take place at least annually.

Implementation of SEND Code of Practice: 0 to 25 years at Langley Hall Primary Academy

- Every teacher is the teacher of SEN. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. Additional interventions and support cannot compensate for lack of good quality teaching.
- SENCO, Marta Mazik, after analysing assessments' results puts interventions in place to support pupils' learning. Parents are informed about the interventions via laser. The effectiveness of interventions is reviewed termly.
- Pupils are added to the SEND register when they are not making expected progress. To support pupils' learning interventions are put in place. The SEND register will be reviewed three times a year.

Useful terms

Education, health and care needs assessment – the assessment made before a decision is taken on whether to issue an EHC plan or not.

EHC plan – the education, health and care plan replaces the statement of SEN and outlines the involvement of support services in order to reach specified outcomes.

SEN support – is the additional support provided by a school where a pupil continues to make inadequate progress despite high-quality teaching and is identified as having additional needs.



Langley Hall Primary Academy
Ad Vitam Paramus

The Local Offer – sets out in one place information about the provision the local authority expects to be available for children and young people in their area who have SEN, including those who do not have EHC plans.