

SEN Code of
Practice.

Children & Families
Act - 2014

C. Nicola (Autumn 2014)

Part of the new
Children and
Families Bill

2014

Implementation

- From 1 September 2014 all organisations including schools, **must have regard to the new Code of Practice.**
- From that date the following guidance will cease to have effect:
 - SEN Code of Practice (2001)

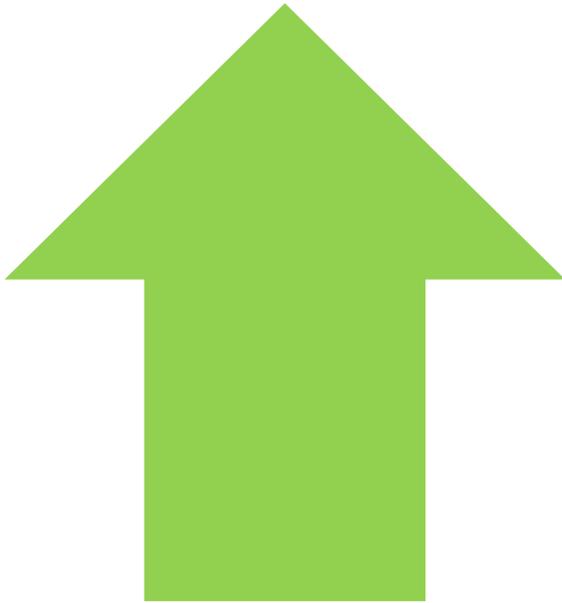
Children and Families Act

September 2014

- All organisations which work with young children and adults **must** be able to demonstrate in their arrangements for children and young people with SEN, showing that they are fulfilling their statutory duty to have regard to this Code.
- If taken to Tribunal, schools will need to explain any **departure** from the Code, where it is relevant to the case the Tribunal is considering.

Principles underpinning the new Code of Practice – (C & F Act)

- **Principles**
- the **views, wishes and feelings** of the child or young person, and their parents;
- • the importance of the child and their parents, **participating as fully as possible in decisions**; and being provided with the necessary information.
- • the need to support the child and their parents, in order to facilitate the development of the child to help them **achieve the best possible educational and other outcomes**, preparing them effectively for adulthood
- **Principles support:**
- The involvement of children and parents in decision making
- The identification of needs
- Collaboration between education, health and social care services
- High quality provision to meet the needs of children with SEN;
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood.

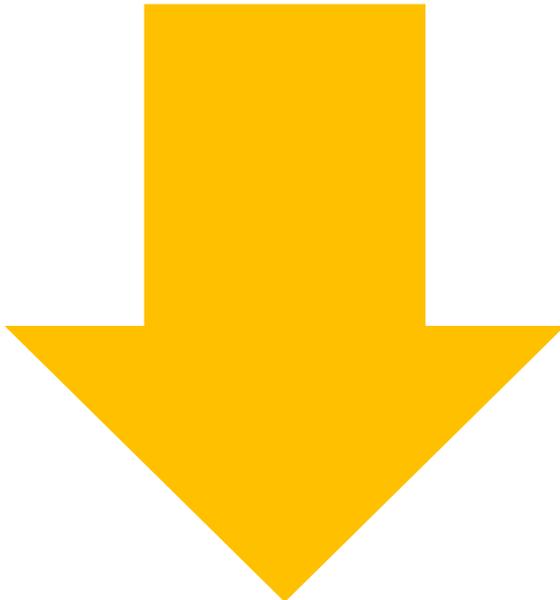


Different

Greater focus on quality first teaching for SEN pupils
Key Role of class / subject teacher & form tutor in school's graduated response
One category of SEN on SEN register – Behaviour by itself not an SEN
Strategic and supportive role of SENCo in partnership with class or subject teacher
Focus on **OUTCOMES** for SEN pupils as basis of planning
SEN funding – expectations on schools
Requirement for SEN Provision mapping – to demonstrate effectiveness
Emphasis on SEN as part of school's performance management processes
Requirement for published information about SEN on school website
Equalities expectations

Same

Definition of SEN (although 'Behaviour' no longer mentioned)
Qualified teacher as SENCo – with National Accreditation
Arrangements for assessment and identification and planning in EYFS
SEN register
Range of interventions (in class and withdrawal)
Similar approach to requesting assessment for EHCP as for statements
Management of EHCPs and statements are similar
Involvement of parents/carers and CYP
Emphasis on progress and achievement of SEN pupils from their starting points
Use of school's data to evaluate and report on SEN provision and effectiveness



Additional changes from the SEN Code of Practice 2011

- The Code of Practice (2011) covers the 0-25 age range
- There is a clearer focus on the views of children and on their role in decision-making and that of their parents.
- Guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care;
- For children and young people with more complex needs a co-ordinated assessment process and the new *0-25 Education, Health and Care Plan (EHC plan) replace statements. Statements will change to EHC Plans over time. Junior schools Y5 this year in prep for High School transition.*
- ***NO MORE SCHOOL ACTION OR SCHOOL ACTION +. Any child now on the register will be considered as having SEN and therefore requires SEN support. (Encompasses Statements, EHCs and all children requiring SEN support.)***

The 'Local Offer'

- Local authorities **must** publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEN, including those who do not have EHC plans.
- Provide clear, comprehensive and accessible information about the provision available.
- Should not simply be a directory of existing services, amongst other information it should give details of how parents can request an assessment for an EHC plan.

School's Local Offer

- The School is also now obligated to have their own Local Offer.
- Now on Website
- Click the **'Information'** Link then **'Policies and Procedures'** then **'SEND Schools Local Offer'**.

DATA / RECORDING

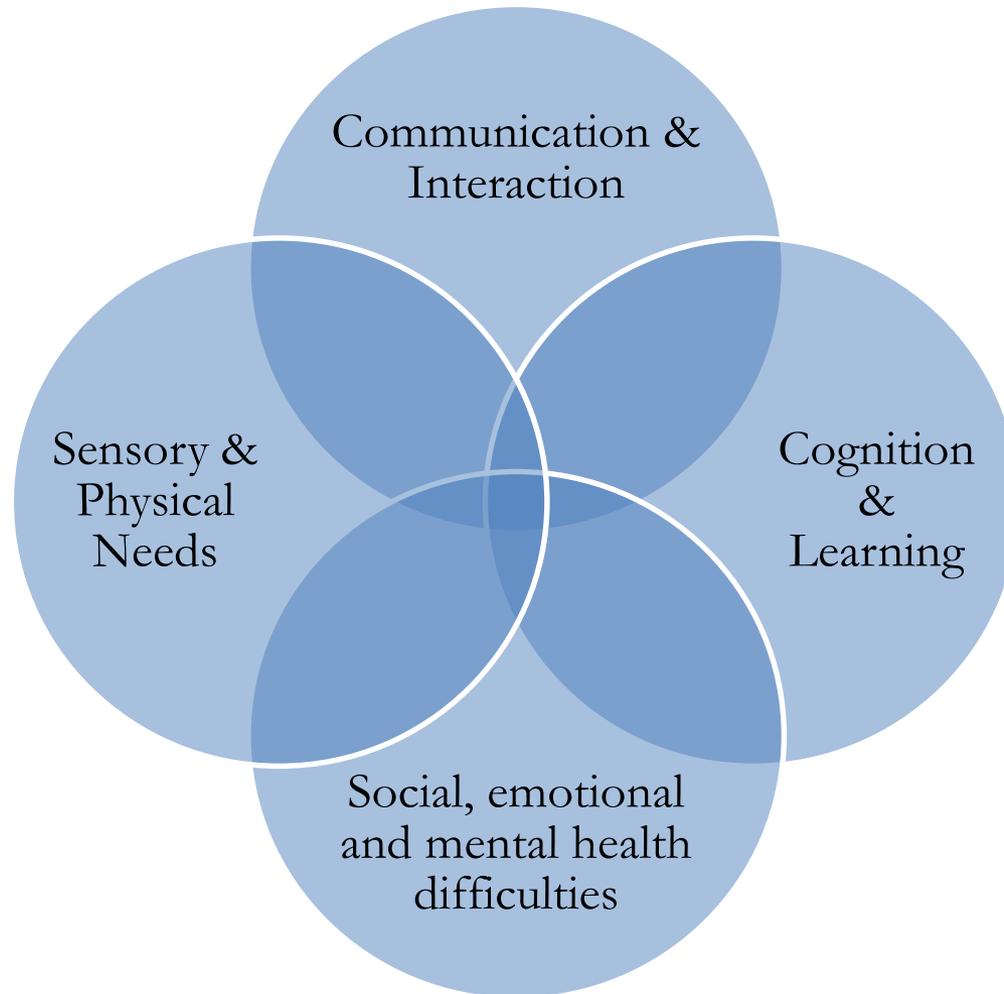
- Data and Record Keeping
- IEPs – gone, however there must be some system of record keeping. – Totally up to the school as to how we record the data.
- All data / record keeping must be up to date and accurate.
- Ofsted WILL EXPECT TO SEE EVIDENCE of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided.

Definition of SEN

- 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 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.**

The Four Areas of Special Educational Need

HSIP 2014



BESD

- Behavioural difficulties **do not necessarily mean that a child or young person has a SEN** and should not automatically lead to a pupil being registered as having SEN.
- However consistent, disruptive or withdrawn behaviours can be an indication of unmet SEN, and where there are concerns about behaviour, there should be an assessment to determine whether there are any factors from the four areas undiagnosed.
- If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of the Common Assessment Framework (CAF) may be appropriate.
- Discussed in the 3rd Area of SEN – Social Mental and Emotional Health.

EAL Children

- The identification and assessment of the SEN of children whose first language is not English, requires particular care.
- Schools, should look carefully at all aspects of a child or young person's performance in different areas of learning and development to establish whether lack of progress is due to **limitations in their command of English** or if it arises from a **SEN** or both.

SEN or Underachieving?

- In past years there has been an over identification of SEN.
- Children that were lower ability were often given the label SEN.
- IEPs etc – Research showed nationally these were handled twice!
- Value added was contextual based. SEN numbers showed a increase nationally. Value added not contextual now.
- Expectation is that SEN numbers will fall.

Identifying SEN

Graduated Response – Phase 1

- Schools should assess each pupil's current skills and levels of attainment on entry.
- This will indicate whether a child is making expected progress.
- **Early Action**
- Where pupils are falling behind or making inadequate progress given their age and starting point, they should be **given extra support through high quality teaching in the class-room, informed by good teacher SEN knowledge** which targets areas of weakness. Clear date for review of progress should be made.
- **Adequate progress can include progress which:**
 - is similar to that of peers starting from the same baseline;
 - matches or betters the child's previous rate of progress;
 - closes the attainment gap between the child and their peers;
 - prevents the attainment gap growing wider.
- Where regular assessment shows pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty.

Identifying SEN

Graduated Response – Phase 1

Initial Concerns Form should now be completed.

A rigorous standardised assessment should then be undertaken. Informal evidence gathering and assessment (Nasen) – class/subject/pastoral teacher and SENCo.

Involves parents and pupil. - **ALL** meeting/s should be documented.

Inform parents of LA offer / information, advice and support. Eg. Parent Partnership

School should take seriously any concerns raised by parents and documented.

Extra teaching or rigorous interventions put in place by class / subject teacher highlighted once again on the Initial Concerns Form.

Identifying SEN

Graduated Response – Phase 2

- Review Initial Concerns Form – Targeted interventions etc.
- Despite good differentiation and targeted interventions by the class/subject teacher, the pupil is still not making expected rates of progress or closing the gap. **Should the pupil now be on the school SEN register?**

Identifying SEN

Graduated Response – Phase 2

- Class / subject teacher/ pastoral lead and SENCo consider all of the information gathered from within school about the pupil's progress when considering whether to make special educational provision (place on SEN register)
- Includes use of national data & expectations of progress, drawing on more specialised assessments from external agencies and professionals.
- Information gathering includes early discussion with pupil and their parents.
- 6.40 Information now determines “the support that is needed and whether it can be provided by adapting the school's core offer or whether **something different or additional is required**”
- Identifying strengths and difficulties and next steps. . (SEN Register or additional targeted support from CT).
- HSIP 2014

Identifying SEN

Graduated Response – Phase 2

- If then a child is identified after as having SEN this must be then documented and parents **FORMALLY** informed that SEN provision is being made.
- A child being assessed as having SEN must then have a **Support Plan** put into place.
- This should be done jointly with parents, child, teacher, SENCO.
- A clear date for review, (parents, child, teacher) should be set. **At least 3 x per year.**
- During the review, the support plan should be evaluated alongside outcomes / progress (parents, child, teacher, SENCO)
- Plan should be revised in light of any progress / changes which should be made (parents, child, teacher, SENCO.)

EHC Plan

- 6.40 If however information determines that the support that is needed is something **different or additional** to what the school can offer and...
- the child continues to make little or no progress and/or may have other significant factors hindering learning then an application for Statutory Assessment for an EHC Plan can be drawn up.
- This now includes a whole section on the views of the child and parents.
- If post assessment the LA agrees to SEN, an EHC Plan will be drawn up – similar to a Statement.

Harrow ECH Plan Format HSIP 2014

Sections in plan	
Section A	General information and the views, interests and aspirations of (name of child/YP) and their parent/s
Section B	Special educational needs identified
Section C	Health needs which are related to their special education needs
Section D	Social care needs which are related to their special education needs
Section E	Outcomes sought
Section F	The special educational provision required
Section G	Any health provision reasonably required by the learning difficulties and disabilities which result in the child or young person having SEN.
Section H1/H2	<p>H1: Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970</p> <p>H2: Any other social care provision reasonably required by the learning difficulties and disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.</p>
Section I	The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution.
Section J	Where there is a personal budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the details of any agreement for a direct payment for education, health and social care as set out in respective regulations.
Section K	The advice and information gathered during the EHC needs assessment (in appendices). There should be a list of this advice and information.

EHC Annual Reviews

- All children with Statements and EHC Plans will still have an Annual Review once a year.
- Format very similar.
- Includes greater input from parent and child.
- Focus on outcomes for the child.
- See paperwork.

Accountability on the Teacher.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

SEN and Performance

Management

6.4 “The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.”

Implications: School should

Analyse achievement and progress data – are SEN pupils making good rates of progress in all subjects? Are their needs being met well? Are there any subjects where progress of SEN pupils needs a greater focus?

Analyse data from lesson observations – are there aspects of SEN teaching and learning which need strengthening?

Use the data to plan a strong annual CPD programme for groups of staff and individuals

The School's legal responsibilities regarding SEN (HSIP 2014)

Must have full entitlement to National Curriculum

Must identify, assess, plan & review for SEN pupils using Graduated Response model

Must meet termly with parents/carers of SEN pupils to review plans and progress

Required information re SEN provision on school website

Must have a qualified SENCo (a teacher)

Specific reporting of monitoring and evaluation information to Governing Body

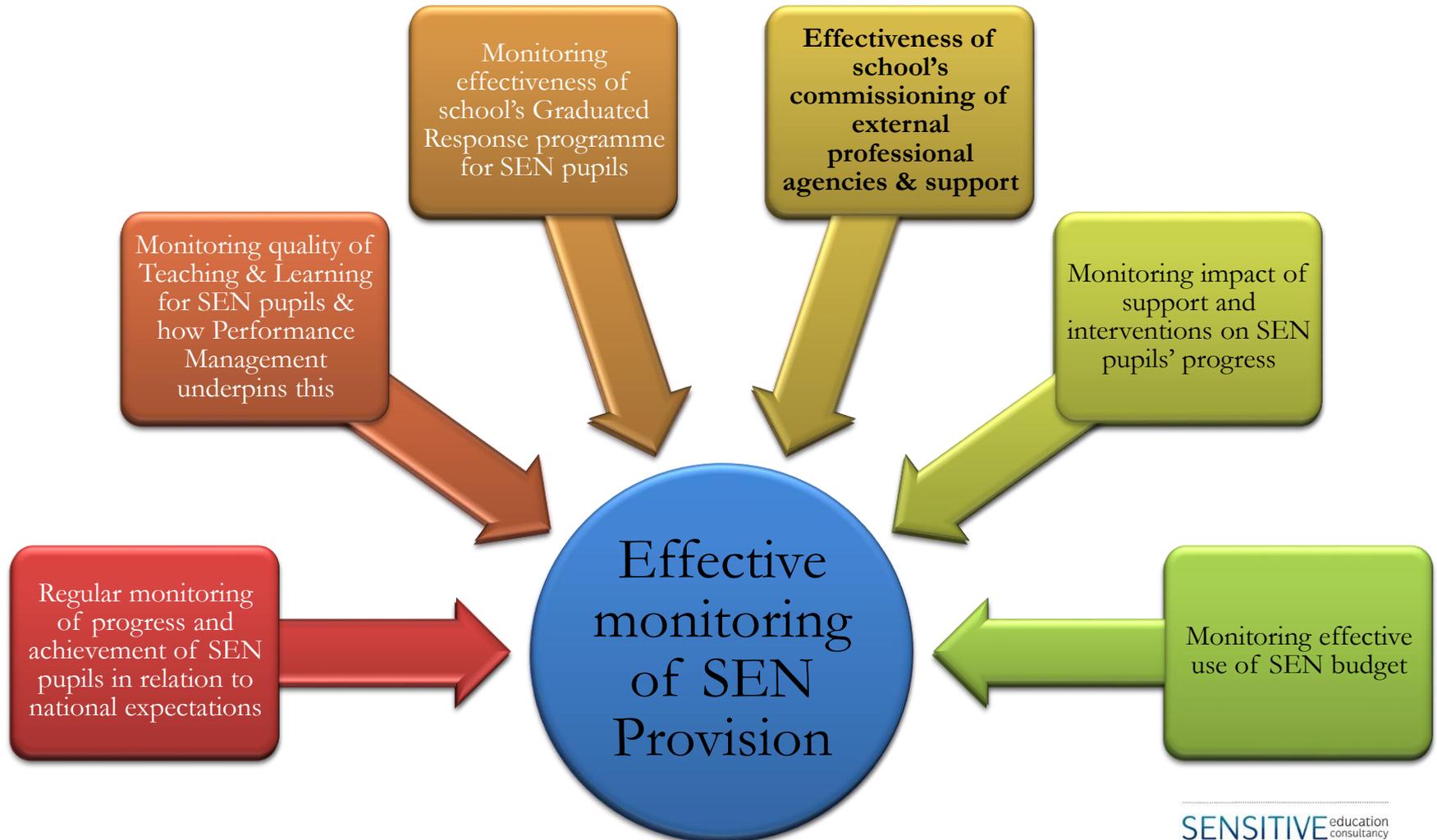
Must take due regard of Single Equalities Scheme and ensure no discrimination against SEN pupils

Must identify pupils with medical needs and where appropriate have individual health / medical care plans

Must plan for transitions, especially in Yr.9 – must provide careers guidance and opportunities to prepare for transition as part of curricular offer

Monitoring & evaluating quality of SEN provision

HISP 2014



Implications for Schools

Summary

- Big emphasis on taking into account the views of C&YP and their families.
- No more new Statements, from September 2014, replaced by Education and Health Care Plans. STATEMENTS TO BE CHANGED TO EHC PLANS OVER THE NEXT 3 YEARS.
- The majority of children and young people with SEN will have their needs met through *mainstream education providers and will not need Education, Health and Care plans.*
- **Quality First Teaching!** – Teachers expect to know the Four Areas of SEN well and be able to teach those with SEN or possible SEN. Focus on **OUTCOMES.**
- Schools must identify children with SEN, not those underachieving. A rigorous and ‘Graduated Response’ approach to teaching / learning and assessment with targeted support must be put into place first before any discussion / decision as to whether a child has SEN takes place.
- Emphases on thorough record keeping.
- No more SA and SAP, replaced by SEN Support.
- New SENCOs must be qualified.

Implications for Schools

ACTION

- SENCO to have a meeting with each Year Group Leader. – Decide upon whether children currently on the register can be taken off and/or any initial concerns that should be now be followed up. The SEN register - now encompass only children with Statements / EHCs / or those requiring SEN Support (identified as have SEN).
- An 'Initial Concerns' form is required which should include a rigorous method of assessment and a section for agreed outcomes and next steps.
- A 'Support Plan' proforma is required. - Children with SEN support, a Statement or an EHC will need a 'Support Plan' including a section for a child and parents input, outcomes, action and review. ALL Support Plans should be drawn up **by JANUARY 2015**.
- Meetings with parents of those children placed on the new SEN register. – Method of recording.
- Software available (some which link to SIMS) that can support the school with the documentation and recording required.
- CPD for Governors
- CPD for all Staff Tuesday 25th November and INSET 5th January 2015.
- Parent workshop
- Interventions require revising.
- Timelines may require updating or an a new method of recording all parental meetings etc should be found.

Outcomes!!

