

Special Educational Needs (SEN) Code of Practice September 2014



Facilitating the Journey



Children and Families Bill 2014

to

Make provision about children, families and people with special educational needs; to make provision about the right to request flexible working; and for connected purposes.

What is in the Bill?

- New Education, Health and Social Care Plan (EHCP) that replaces the current Statement of Special Educational Need (SEN)
- New school based category (additional SEN support) to replace School Action and School Action plus
- Local Offer that includes all Stakeholders
- Mediation – but not compulsory
- Personal Budgets (for those with a plan)
- Joint Commissioning of Services

What is not Changing?

- Definition of SEN remains the same
- Admissions policy remains the same
- Principle of inclusion in mainstream schools
- SENCo must be a qualified teacher working at the school
- EHCP contains same legal protections as the SSEN

Education Health and Care Plan – what is changing?

- Clearer focus on views of children and young people
- Covers 0 -25 years (replacing SEN and Learning Difficulty Assessments (LDA))
- Statutory rights extend into further education and training sector for the first time
- Education and health services are expected to work closely together with support from Social Care as appropriate.
- Greater focus on support that enables those with SEN to succeed in education and make successful transition to adulthood

TYPES OF SEN(D)

Four new broad categories:

- Communication & interaction
- Cognition & learning
- Social, mental or emotional health
- Sensory and/or physical

Moderate Learning Difficulties removed from the categories

Reference to “behaviour” also removed, putting greater empathy on underlying needs *“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”.*

SEN Support

- **Single category** of additional SEN Support rather than **School Action** and **School Action Plus**
- The **majority** of children & young people with SEN will have their needs met through mainstream education providers and will **not** need a EHC Plan
- Increased responsibility on teachers and schools to meet the individual needs of young people

Assess, Plan, Do, Review : A Graduated Response

- **Teachers are accountable for the progress of students with SEN, even those receiving extra support from specialist staff**

- **Teachers, SENCo and parents work together to plan targeted interventions and teaching strategies**

The Personal Budget

The Local Offer

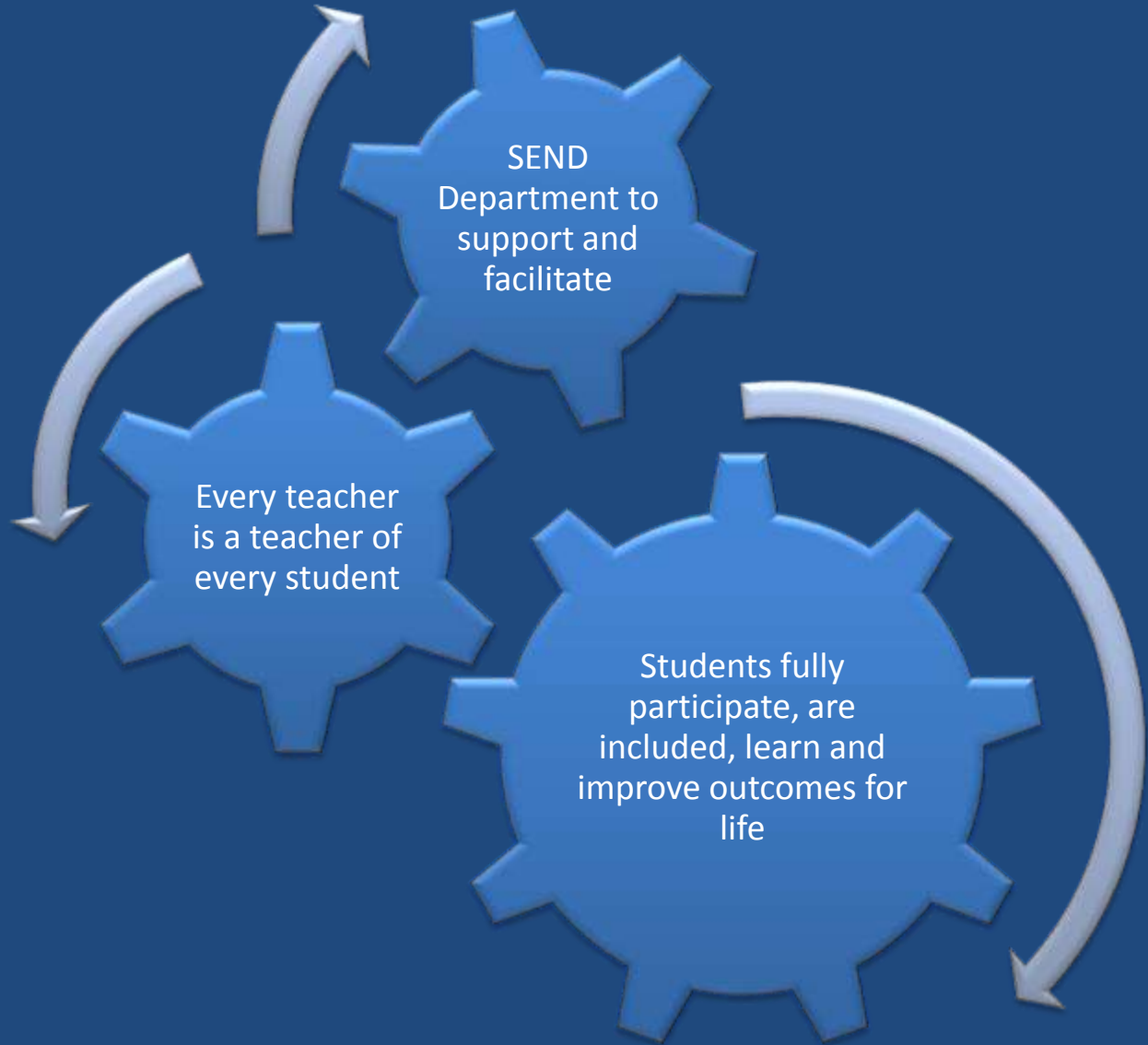
- Local authorities must publish a local offer.
- Provides clear, comprehensive and accessible information about available support and provision
- Involves children and young people with SEN, parents and carers, and service providers in its development and review.

What does this mean for IVC?

All students with SEND have a range of appropriate support and opportunities available to enable them to have opportunity to learn, achieve, enhance skills, to maximise their life chances, goals, aspirations and make good or better progress.

Ensure that parents have greater confidence by providing a better access to information and further opportunity to participate in their child's education.

Ensure a SEND framework that is opportunistic, daring, flexible and transparent.



Desired Outcomes

- SEN/D concerns are picked up early and support is put in place quickly
- Staff have the knowledge, understanding, skills and confidence to provide the right support for children and young people who have SEN/D
- Parents know what they can reasonably expect their local school, college, LA and local services to provide
- More focus on life outcomes (adult) including employment.

