



# KINGSWOOD SECONDARY ACADEMY

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SEND code of practice sets out the specific provision under the Children and Families Act 2014. It is about children and young people aged 0-25 with special educational needs or disabilities. SEND code of practice also contains details of the legal requirements. Education professionals must follow the requirements without exception.

## What is the SEND Code of Practice?

SEND code of practice is considered a statutory guidance. It is a guide for organisations that work with and support children and adolescents with SEND needs. This Special Educational Needs and Disabilities code was enforced in September 2014. And the Department for Education tells all local schools and authorities to abide by the SEND code of practice.

As per the [Children and Families Act 2014](#), every educational authority in the UK must regard the SEND code of practice. Every school must accommodate children with special educational needs and disabilities. The same goes for other academic and educational organisations. On top of that, teachers have to be familiar with the SEND code of practice under this act.

Consequently, the SEND code of practice provides guidance for education settings. It helps take a gradual approach to identify and support students. This is particularly true with special education needs and disabilities.

Moreover, SEND code of practice dictates that schools assess students' skills and attainment upon entry. Also, schools are advised to make regular assessments of their progress.

For students making below-average progress, schools should make provision for high-quality teaching. And the teaching module should target the children's specific weaknesses. Even then, assessing the student for SEN becomes necessary if the progress is less than expected.

The school has to implement a four-part cycle process if a student is identified as SEN. The process involves assessing, planning, doing and reviewing. It may also involve collaboration with external specialists.



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Sometimes, the student might not make expected progress despite taking action to meet their special needs. In that case, the school or parents can request an educational, health, and care needs assessment.

## **Why is the SEND Code of Practice so Important?**

SEND Code of Practice provides practical guidance on policies and procedures to enable children with learning difficulties to reach their full potential. Moreover, it covers subjects such as inclusion and offers support for children to help them make a successful transition to adulthood.

SEND code of practice ensures a consistent approach. It means that all children with SEND are given the same consideration, which reduces the bias of the “postcode lottery”. While drafting the Children and Families Act 2014, parents were concerned that their children’s needs were not met effectively. However, the statutory nature of SEND Code of Practice guarantees that everyone is aware of their legal obligations. Also, they can be held accountable if the practices are not being followed.

## **Who is the SEND Code of Practice for?**

People who are aged 0 to 25 years with special educational needs and disabilities fall under SEND code of practice.

The Code of Practice provides statutory guidance for organisations that work with and support children and young people with special educational needs or disabilities. The code is applicable for academies, maintained schools, and free schools.

To be more specific, the code is applicable for:

- headteachers and principals
- governing bodies
- school and college staff
- special educational needs (SEN) co-ordinators
- early years providers



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- local authorities
- health and social services staff
- other education settings

## Principles of SEND Code of Practice

All children, regardless of their needs and disabilities, have a right to education. And the education system should enable them to make progress like any other kids of their age. That is what the SEND code of practice is built on. Basic principles of SEND code of practice lets the children :

- Achieve their best
- Lead a fulfilling life with confidence
- Transition successfully into adulthood.

The goal is to make the children and young people independent enough to pursue higher education, training or work.

A child with SEN or disabilities might be identified in the early years' school setting. It could happen in school or college. Regardless of the identification stage, they should have their needs met.

## Education, Health and Care Plans

Learning difficulty assessments and SEN statements are replacements. They act as replacements for education, health, and care plans. The EHCP binds the child's educational, health, and social needs into a single legal document. Subsequently, the EHCP should cover every SEND person between the age of 0 to 25 years.

## Local Offer

Every local authority must identify and include children and young people with SEN or disabilities. And local authorities must input their information into the directory. This is known as Local offer. In addition, the SEND code of practice advises local authorities to include



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education services information. Also, health and social care services information should be in the directory.

In addition, the local offer directory must include information about specialist services. It should include services that local people are likely to use outside the local area.

## SEN Support According to the SEND Code of Practice

A teacher's responsibility is to develop and progress students in the class. Even sometimes, students may need support from teaching assistants or specialists. As per the SEND code of practice, SEN has replaced school action. It also replaced school action plus guidelines.

Teachers now have to identify the child's needs and decide expected outcomes. They also have to make support plans and review progress regularly. Moreover, teachers must inform parents when pupils without EHCP receive additional support. In addition, schools must have a designated teacher responsible for SENCo provision.

On top of that, schools should have a governing body or subcommittee. Their role is to oversee the school's SEN and disability provision. And children with SEN and disability should engage in school activities. This will help them to learn how to coexist alongside students who do not have SEN.

## SEN Information Report

Publishing an SEN information report on the school's website is a must. Every school should also keep it updated. The report should also contain an outline regarding teaching SEN children and young people. Information regarding parents' involvement in the child's education and the arrangements of consultation sessions should also be included.



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## Accountability

The SEND code of practice makes teachers more accountable for the progress of all pupils. Even the pupils supported by specialist staff fall under the responsibility of teachers. Authority can check teachers' performance based on how well they teach SEN children.

Thus, it is important for teachers to know how to identify SEN. And they also have to learn to support pupils with different needs. This calls for appropriate training for teachers. So that they can recognise and support students with SEN and disabilities.

## The Role of SENCO in Schools

A qualified teacher designated as SENCO is required in every school.

The SEND code of practice guideline specifies that the governing bodies of mainstream schools must have a SENCO designated teacher. The same rule applies to proprietors of educational academies.

SENCO plays a crucial role in determining the strategic development of SEN policy. They do so in collaboration with the headteacher and governing body. Moreover, the SENCO has an important role in making enough provisions in the school. And they plan their tasks as per the SEND code of practice.

## What do we Need to know about SEND Code of Practice?

SEND code of practice defines **SEN in four broad areas** of need and support.

And it helps if every parent knows these four areas of need and support.

## Communication & Interaction

Often, children find it difficult to understand the language. And that leads to poor communication. The reason behind this could be difficulty understanding a language. It could also be because of a medical condition.

Medical conditions may include autism and auditory processing disorder.



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Speech disorders or delays and practical language disabilities are also common. A child with SEND can find social communication very difficult. And they also have a hard time managing social situations.

## Cognition & Learning

Any child or adolescent might experience a specific learning difficulty. Sometimes, they experience problems with reading and spelling. The condition is called [dyslexia](#). Also, they might experience problems doing mathematics, coordination, or writing. Some other difficulties include working memory, attention, organisation skills, problem-solving, comprehension, etc.

Moreover, children with severe learning difficulties might also experience difficulty learning basic skills. And it might end up affecting their overall development.

## Social, Emotional & Mental Health

Often, some children might experience difficulties managing their behaviour or emotions. These difficulties might lead to self-harming, low mood and problems of conduct. Children could also develop substance abuse or eating disorder. In addition, some young children might have recognised disorders. These disorders include attention deficit disorder, attachment disorder and anxiety disorder.

On top of that, children might find it difficult to interact socially with others. Some children might not develop social skills. As such, they lack the social understanding to work or play alongside others.

SEN children will have difficulty taking turns and managing social situations.

They could also have difficulty listening to others and picking up on social cues. They might not be able to understand literal language, sarcasm, or implied meaning.



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## Sensory or Physical Needs

SEND children's ability to access the environment or learn can get affected. These also include visual or hearing impairments, sensory processing disorders, and physical disabilities. In some cases, children might have a congenital condition such as cerebral palsy.

These four areas of assessment can often overlap. And a child under autism spectrum disorder can have sensory, learning, social, and mental health needs. In rare cases, a child might fall under only one category.

In addition, anyone's difficulty can fall under several categories. For instance, dyspraxia can be considered a cognition and learning need. However, it often can be a physical need that has an impact on social and emotional development.

## What is the Educational Health Care Plan (EHCP)?

SEND code of practice now includes educational health care plans. Local authorities need to provide an EHC plan for any SEN child or young person who will be at a disadvantage without further support. The plan should map out any special educational provision to meet the needs of the pupil or student in question. The goal is to secure the best possible outcomes for SEND children.

Each plan has both short and long-term outcomes that the local authorities and educational providers will work towards. A child's parent can request an EHC plan assessment from the local authority. While requesting the person must be between the age of 16 to 25, and the person can be acting on behalf of the education provider or school.

## Responsibilities of SENCO as per the SEND Code of Practice

SEN coordinators work to raise educational achievements by leading and coordinating provision for pupils with SEN. SENCO's responsibilities include designing and delivering interventions to pupils in the classroom. SENCO needs to implement the school strategy per the SEND code of practice.



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## Responsibilities of teachers as per the SEND Code of Practice

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including 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. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.
- Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. Where pupils are falling behind or not making expected progress given their age and starting point they should be given extra support.
- Once a potential special educational need is identified, schools should take action to remove barriers to learning and put effective special educational provision in place. This is SEN Support which should take the form of a four-part cycle – assess, plan, do, review. This is known as the graduated approach.
- Where a child continues to make little or no progress, despite well-founded support that is matched to the child’s area of need, the school should consider involving specialists, including those from outside agencies.
- Where a pupil is receiving SEN support, schools should meet parents termly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.
- It is for schools to determine their own approach to record keeping. But the provision made for pupils with SEN should be accurately recorded and kept up to date. 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.
- All schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. This information
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- must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.
- Governing Bodies and proprietors must ensure that there is a qualified teacher designated as SENCO for the school. Where a teacher being appointed as SENCO has not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Coordination within three years of appointment.
- The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school.
- The school should ensure that the SENCO has sufficient time and resources to carry out their role. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.