



SEND Code of Practice – Taunton Academy handout for teaching staff

This document is based on a number of articles from 'The Key' on the Special Educational Needs and Disability (SEND) Code of Practice.

The [SEND Code of Practice: 0-25 years](#) was introduced in September 2014, replacing the previous 2001 code. It was updated in January 2015.

Key changes

The SEND Code of Practice:

- Extends its age range to cover children and young people from 0-25
- Now includes children and young people with disabilities as well those with SEN
- Focuses on the views of children and young people and their parents
- Focuses on high aspirations and improving outcomes
- Emphasises the importance of integration between different agencies

In addition:

- SEN support has replaced School Action (SA) and School Action Plus (SA+)
- Education, health and care (EHC) plans are replacing statements (by April 2018)

Important information and documents

Local offer: information published by the LA about the support for pupils with SEN or disabilities that should be available in schools in its area

SEN information report: information published on the school website about how the school's SEN policy will be implemented

SEN policy: outlines the vision, values and aims of the school's SEN provision

Your school's SEN co-ordinator (SENCO) will be responsible for co-ordinating these, but all staff should be aware of them and may be asked to contribute to them.

Identifying and teaching pupils with SEN

Every teacher is responsible for every pupil

Code: paragraph 6.36

Every teacher is responsible for the progress and development of every pupil in their class. This includes pupils who access extra support from teaching assistants or specialist staff.

The first step in supporting all pupils, including those with SEN, is high-quality teaching, differentiated for individual pupils.

Some pupils may need additional help to access the curriculum or make expected progress. These pupils may have SEN.

Not every pupil making slower progress has SEN

Some pupils may make slower progress for a reason unrelated to SEN, such as a gap in their learning.

You should regularly assess the progress of all pupils and work with the SENCO to identify whether a pupil has SEN.

You should ask whether the pupil's progress is:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the pupil's previous rate of progress
- Failing to close the attainment gap between the pupil and their classmates
- Widening the attainment gap

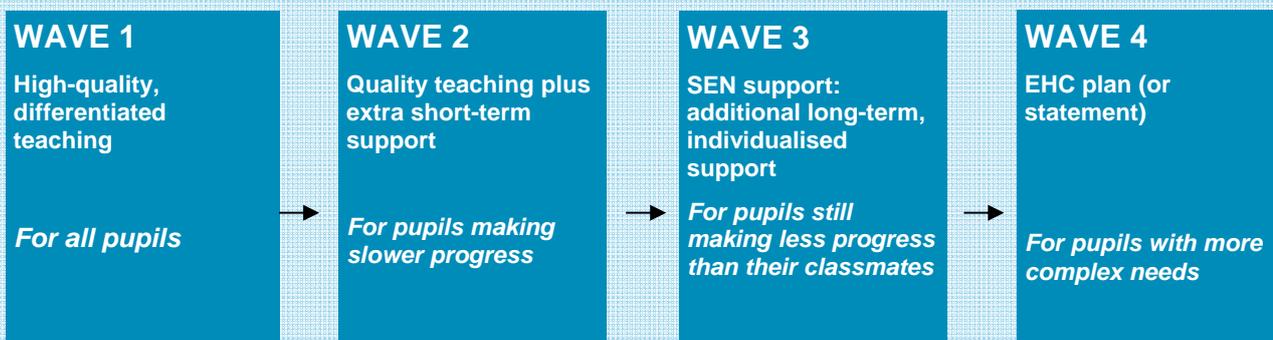
The role of the SENCO

Code: paragraphs 6.84 – 6.94

Your school's SENCO will support you in delivering SEN provision, but their role is largely a strategic one.

They are not responsible for teaching pupils with SEN, or for deciding on specific teaching strategies for pupils with SEN, though they will offer you advice on how to do these things.

You should use the 'wave' system to determine the type of support best suited to each pupil:



Implementing support for pupils with SEN

Categories of need

Code: paragraphs 6.28 – 6.35

The needs of pupils with SEN usually fall into one of the following categories:

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

SEN support

If a pupil has SEN, they will most likely receive 'SEN support'. SEN support is the new system for supporting pupils who have SEN but do not have a statement or EHC plan. It replaces the previous categories of SA and SA+.

The graduated approach

Code: paragraphs 6.44 – 6.56

SEN support is implemented and regularly reviewed using the 'graduated approach', outlined below. You should be involved at every stage of this process:

1. **Assess:** the class/subject teacher and SENCO should clearly analyse a pupil's needs before identifying them as needing SEN support
2. **Plan:** the class/subject teacher and SENCO should agree the support to be put in place. Parents must also be notified and consulted. The support will usually be set out in a school-based SEN support plan
3. **Do:** the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching.
4. **Review:** the class/subject teacher and SENCO should review the effectiveness of the support regularly and agree any changes where needed.

You should also involve parents in this process and meet to review their child's progress at least three times per year.

Statements and EHC plans

Code: chapter 9

Most pupils with SEN or disabilities will have their needs met through SEN support. Pupils with more complex needs may need additional provision, which is set out in a statement or EHC plan. Statements are being phased out and will be replaced by EHC plans by April 2018.

An EHC needs assessment can be requested by the school or parents and will be carried out by the local authority.