

How do schools follow the SEND Code of Practice to support your child in school?

- With around one in five UK children having some sort of special educational needs at some point in their school life, the SEND Code of Practice document (2014) aims to provide extensive support for pupils, teaching staff, and parents.
- The SEND Code of Practice can be overwhelming to look at, but **it gives practical guidance on policies and procedures aimed at enabling children with learning difficulties to reach their full potential**. It covers issues such as inclusion, and offers support for children making the successful transition to adulthood.
- In the new edition of the Code of Practice which came into practice in 2014, the age range that it applies to has been extended up to 25 years of age, and it now calls on councils and local health partners to come up with a joint education, health and care (EHC) plan providing integrated support for children and young people with more complex needs than can be handled by their school alone.
- Starting with the school years, the Code suggests a graduated approach when dealing with special educational needs in school. This means that the recommended action depends on the seriousness of the special needs.

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This should be a four-part cycle:

- **Assess:** analyse the child's current performance, with information from teachers, parents and other supporters and professionals.
- **Plan:** the teacher and the special educational needs co-ordinator (SENCO) should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- **Do:** the teacher and teaching assistants put the plan in place, with support from the SENCO.
- **Review:** assess how the plan is working. If the child also has an EHC plan this must be done every 12 months.

While some children's needs are met by their school, some need further input and assistance, which is covered by an education, health and care (EHC) plan. Assessment is the step before the child can have an EHC plan, but does not necessarily mean the child will get one. It is a detailed investigation to find out more about the child's special educational needs, and what provision is needed to meet those needs. It is conducted by the local authority and can take into account the views of professionals, parents and teachers.