

## Understanding the SEND Code of Practice



September 2014 saw the launch of the new SEND Code of Practice 2014. The SEND Code of Practice reflects the content and ambition of the Children and Families Act (2014). The 0-25 years SEND Code of Practice sets out four areas of SEN. Children at school will be identified and supported using the following four areas:

- **Communicating and Interacting (C&I)** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

- **Cognition and Learning (C&L)** - for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have greater difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Numeracy.

- **Social, Emotional and Mental Health Difficulties (SEMH)** – for example, where children and young people have difficulty managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

- **Sensory and/or Physical Needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have on-going support and equipment.

Some children or young people may have SEN that covers more than one of these areas.

### Disabilities

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as a 'physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The changes in the Children and Families Bill affect the way children with special educational needs and disabilities (SEND) are supported in schools. The new approach began in September 2014 and placed pupils at the centre of planning. The key principles of the legislation were:

- Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.

- Education, health and care plans (EHC) replaced statements of special educational needs. New assessments for additional educational needs followed the EHC guidelines from September 2014.
- School Action and School Action Plus ceased and were replaced by a single school-based category for children who need extra support. (SEN Support)

The Special Educational Needs Co-ordinator (SENCo) is Mrs Gould who manages and co-ordinates all aspects of Special Educational needs and disability (SEND).

The SENCo works closely with parents/carers, the Headteacher, Class teachers and Teaching Assistants. She oversees the assessment of the needs of children with SEND and plans with parents/carers and staff appropriate support and interventions to support their needs.

She will liaise with a range of external professionals and outside agencies to ensure that the advice and planned strategies recommended by professionals are implemented and reviewed.