

The Sen Code of Practice and St. Nicholas First School.

The Send (Special Educational Needs and Disabilities) Code of Practice (CoP) is a Statutory document which outlines provision for children and young people who have Special Educational Needs and/or disabilities from birth to 25 years old. Local Authorities, schools, colleges, social services and health agencies follow this code when making provision for young people with Send.

For further information about Send Provision at St. Nicholas First School, please refer to our Send Information Report on our website:

www.st-nicholas.staffs.sch.uk

A new Send Code of Practice was published in 2014. Developments included:

- The CoP would refer to children and young people from birth - 25 years of age.
- Pupils with Send would have their needs initially met in the classroom by class teachers.
- Parents could have some control over finances for individual children awarded by the Local Authority.
- A Statement of need would be replaced by an Education, Health and Care Plan (EHCP).
- Previous terminology such as School Action and School Action Plus would no longer be applied to pupils with Send.
- Four areas of need were identified.
- The cycle of 'A Graduated Response' was introduced.

The 4 Areas of Need

Communication and Interaction

Children may have a difficulty with 'receptive language' (language they hear) or 'expressive language' (language they use). They may find it difficult to make certain speech sounds and to put these sounds together when they speak. Children with other needs, such as Autism, can find social communication and interaction challenging.

Cognition and Learning

Children may have difficulties learning across several areas or in a specific area. Specific learning difficulties can include Dyslexia, Dyspraxia, Dyscalculia and Attention Deficit Hyperactive Disorder (ADHD).

Sensory and Physical Needs

This area includes children with physical disabilities as well as those with sensory needs, such as visual or hearing impairment.

Social, Emotional and Mental Health

The term BESD (Behavioural, Emotional and Social Difficulties) is no longer in the Code of Practice. It is now recognised in the new CoP that children and young people displaying apparent behavioural difficulties are actually communicating underlying issues with their social, emotional or mental health. Such issue may include: attachment disorder, depression, anxiety, anger management, problems with social skills and friendships.

The Staffordshire Send Family Partnership are also able to offer advice and support for families of children and young people with Send.

Helpline number: 01785 356921

Changes in Terminology

- The terms 'School Action' and 'School Action Plus' have been replaced by the single category of 'Sen Support'
- Statements of Educational Need are being phased out by the Local Authority and being replaced by Education, Health and Care Plans (EHCP's).
- EHCP's have been extended from birth to 25 years of age in order to support children as they grow into their adult life.

The Graduated Response

The Code of Practice describes a Graduated Response to working with children who have Send support. This response follows a process of:

1. *Assess*
2. *Plan*
3. *Do*
4. *Review*

Assess

Teachers **assess** each pupil's progress and development in comparison to their peers in order to identify whether they may have a Special Educational Need or would benefit from some extra support or intervention in class.

Plan

Once identified, a plan is developed to meet the pupil's needs. The planned interventions are outlined on the pupil's/school provision map.

Do

The interventions and support are put in place over a set period of time.

Review

The impact of the support and interventions is reviewed. The outcome of the Review will guide the Plan for the next cycle of intervention and support. It May also indicate that support from outside agencies will be required.