

Martley CE Primary School

The SEND code of practice 2014
(0 - 25 years):
what it means for your child



From September 2014, the SEN system was completely overhauled.

The Government intends it to be easier and faster for children to get the help they need.

The 2014 Special Educational Needs and Disabilities (SEND) Code of Practice (0-25 years) separates Special Educational Needs (SEN) into four areas:

- Communication and Interacting
- Cognitive and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Some children with SEN also have a disability – a physical or mental impairment which is **a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**. These include physical impairments like mobility problems, and ongoing health conditions like asthma or diabetes.

Previously, children with whose progress was causing concern may have been put on a programme called 'School Action' or 'School Action Plus', where the teachers, special educational needs co-ordinator (SENCO), parents and outside agencies like educational psychologists put in place a school-based plan to support their learning.

'School Action' and 'School Action Plus' have now been replaced by a system called 'SEND Support'. There are four stages of 'SEND Support':

Assess Your child's needs must be assessed so they can get the right support. This process should involve parents, teachers, and potentially experts such as educational psychologists or health professionals.

Plan Our school, with your input, will agree on how they intend you child to benefit from support that is put in place.

Do Our school will put the support in place. This is likely to involve your child's teacher, the SENCO and any support staff or specialist teaching staff who will work with your child or be involved with tracking their progress.

Review A date for reviewing your child's support should be agreed at the time of making the plan. You and your child's teachers will decide together whether the support is having the desired impact and what, if any, changes should be made.

What do the changes mean?

Within school, we closely monitor the progress of all children so a variety of strategies, including interventions, are used to ensure that all children reach their full potential. Children's progress is continuously tracked and using the four stages of 'SEND Support' is an approach we use with all children.

'Pupil Care Plans'

We write 'Pupil Care Plans' (PCPs) for children who have a specific learning difficulty/need or have been seen by an outside agency, ie speech and language therapist or learning support advisor teacher. Your child may have required an PCP in the past, but with the changes in the 'SEND Code of Practice 2014 (0-25 years)', means they may no longer need one. If this is the case, rest assured that your child's attainment continues to be monitored and appropriate support is put in place to ensure that they continue to make progress.

SEND support can take many forms:

- a special learning programme for your child;
- extra help from a teacher or teaching assistant;
- making or changing materials and equipment;
- observing your child in class or at break and keeping records;
- helping your child to take part in class activities;
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult;
- helping other children to work with your child, or play with them at break time;
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

School must provide your child with an annual report on your child's progress. Talk to staff about your child's progress. **Meet or talk to staff at least three times a year.** Two of these meetings may be during parents evenings. During these discussions talk to staff about:

- strengths and weaknesses;
- targets;
- action;
- support;
- outcomes.

It is **very important** that the **view of your child are included** in these discus-

On the very rare occasion, if the school, despite its best endeavours, can't meet your child's needs then you should consider whether your child might need an 'Education, Health and Care Needs Assessment'. This might lead to an 'Educational Health Care Plan' if your child is likely to need support through primary school, secondary school and beyond.

We have published an 'SEND Information Report' on our website that includes:

- the kinds of SEND support the school provides;
- our approach to teaching children with SEND.

If you require further information with regards to the changes that have taken place, please do not hesitate in contacting us.

