

# Ravenbank Primary School

## New SEND Code of Practice 2014

### Information for Parents / Carers



# Aims of the session:

- Highlight the major changes in the New SEND Code of Practice 2104
- How will this impact on our school and our practice
- What does it mean for your child ?
- Questions



# The New Code - Key Reforms

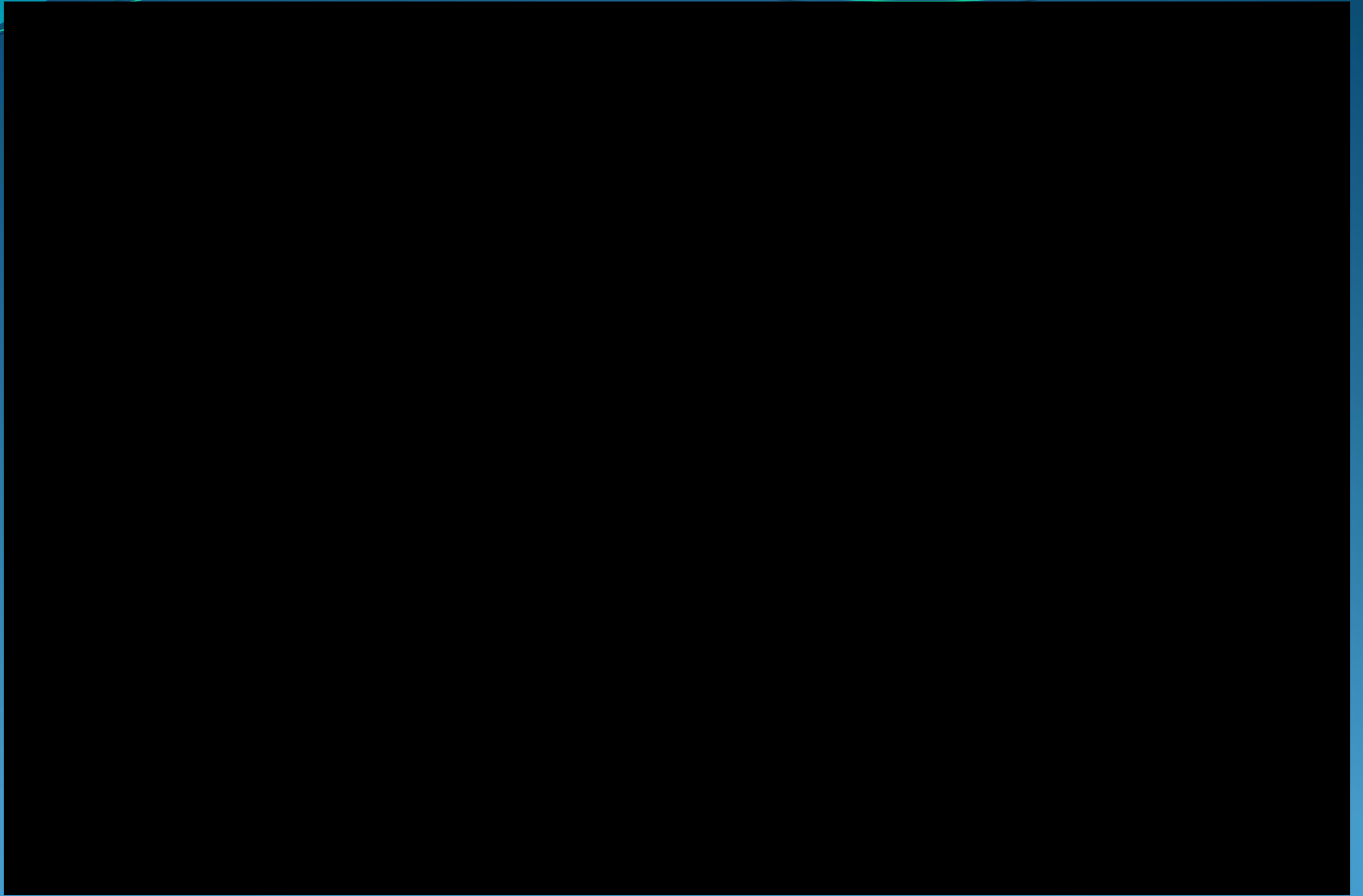


- **3 drafts issued: Oct 2013, April 2014, June 2014  
Final version 1<sup>st</sup> September 2014**
- **Bringing together Education, Health and Care services to develop an integrated planning and assessment process from the ages of 0-25 years**
- **Local Offers developed - Warrington / School**
- **Statements of Special Educational Need are replaced with Education and Health Care Plans (EHC) to achieve better outcomes for children and young people**
- **Focus on ‘outcomes not hours’ meaning the greater the need, the greater input they can receive – more flexibility.**

# The New Code - Key Reforms

- **New support for Post 16 and supporting transition to adulthood. The new Code extends to providing support up to 25 years of age**
- **School Action and School Action Plus are replaced by a 'Single Category' - SEN Support**
- **I.E.Ps no longer statutory - Introduction of Pupil Profiles**
- **A person-centred approach and person-centred planning – engagement with the views and aspirations of children and young people**
- **Greater cooperation and planning with parents/carers**





# New SEND categories:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health

*NOTE – No behaviour*

- Sensory and / or physical



# A Graduated Approach

**Settings are required to implement a 'Graduated Approach' to SEN planning, provision and review.**

- **Quality First Teaching for all children**
- **Highly differentiated**
- **Then provide evidence-based intervention in addition to, or different from, the above**
- **Involve outside agencies as and when required.**
- **IEP evidence is no longer necessary, but teachers need to show evidence that they have made changes and amendments to their classroom teaching, beyond the three way differentiation**
- **SENCo should be a qualified/experienced teacher with the National SENCo award or be working towards the qualification whilst in post**

# Assess, Plan, Do, Review

## Assess, Plan, Do, Review Cycle

### Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

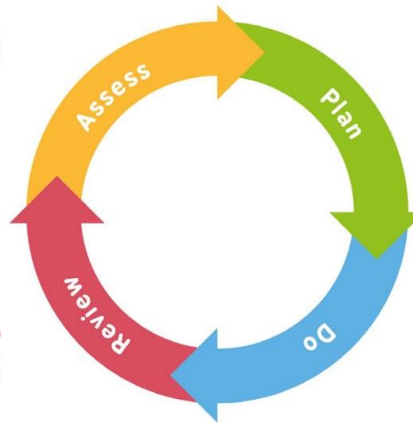
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

### Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



### Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

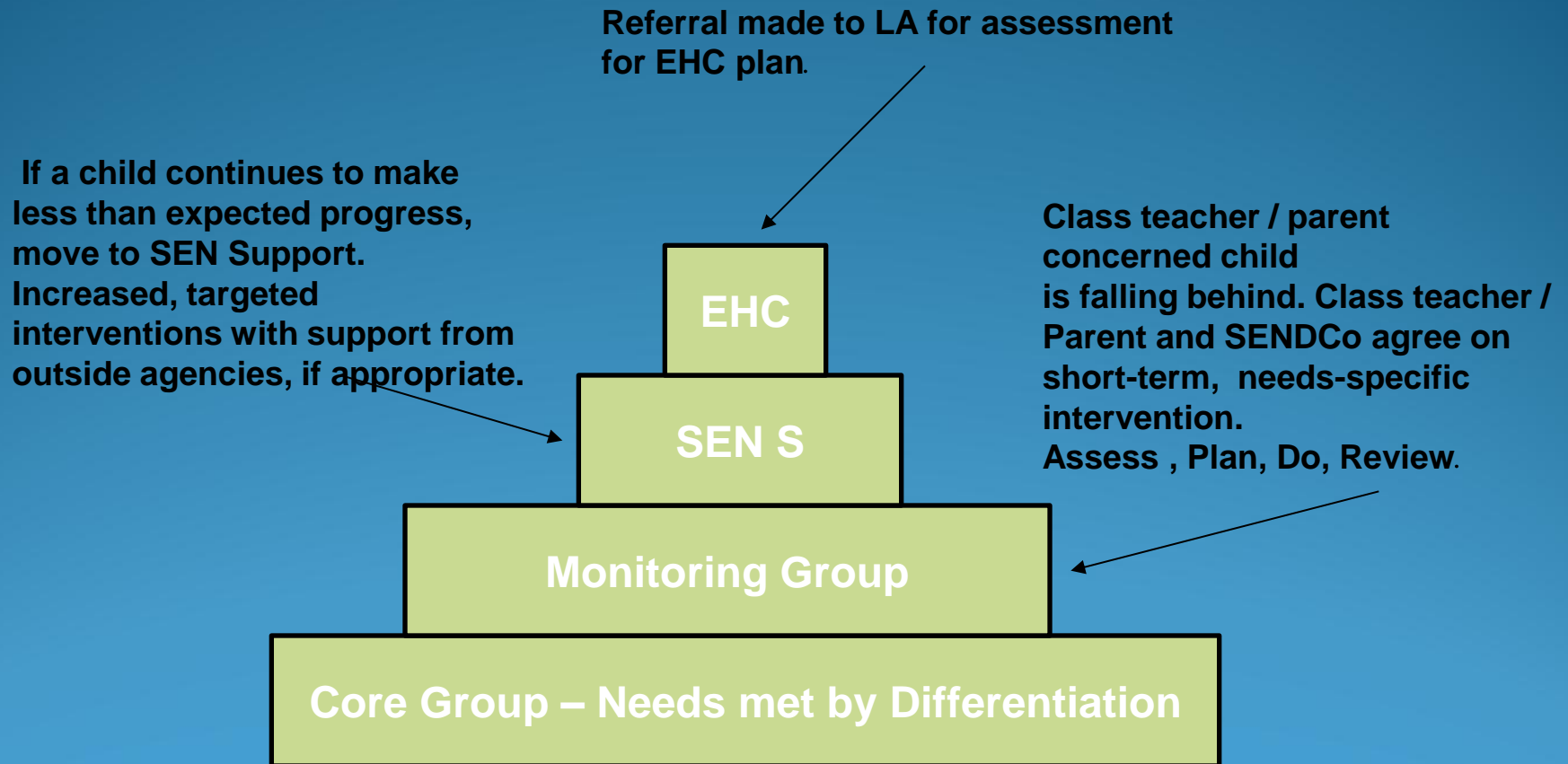
### Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.



# Identifying Need and Gathering Evidence:



- If child continues to make less than expected progress, move to SEN Support. (Agreement with parents /carers)
- Increased, targeted interventions with support from outside agencies, if appropriate.
  
- Hearing / sight
- School Health Adviser /Paediatrician
- EP – Educational Psychologist
- Occupational Therapist
- Orthoptist
- Speech and Language
- CAMHS (Child and adolescent mental Health services)



# To Summarise

- The new Code is applicable to all state funded settings/schools
- Statements have been replaced by EHCs.
- Four new SEN categories
- SEN Support category replaces SA+ and SA.
- Support from 0-25 years
- A Graduated Approach
- Greater involvement of children and families, they are now at the centre of the process – Person-Centred Planning
- A Local Offer (LA /School)
- Education, Health and Care services working together

# Future developments at Ravenbank

- Staff meetings / Vulnerable / SEN Register – Termly Updates
- Pupil Progress meeting - termly
- SEN Governor
- Achievements and Standards Committee - SEND Report / Agenda item
- School Improvement Plan
- Speech and Language - Lead / Resources
- Inclusion Mark – renewing
- CPD (Autism / ADHD / Dyslexia) Disability Awareness Day
- Accessibility Plan – reviewed annually
- School Transfer (pre-school / in year / secondary)
- Assessment without levels



# Questions?

