

SEND Code of Practice - Reform

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What are the key changes to the Code of Practice (2014) since 2001?

Key Changes to Code of Practice*

Local Authority **must**
Publish a Local Offer

Now covers
ages 0 to 25 years

New SEN need:
Social, Emotional &
Mental Health

A Graduated
Approach

EHC Plans to replace
Statements of SEN &
Learning Difficulty
Assessments

School Action &
School Action Plus
Changed to
SEN Support

Improving Outcomes

Joint planning & MDT
Involvement between
Education, Health &
Social Care

Person Centred
Decision-Making

Quality First Teaching

The Local Offer

- Local Authorities **must** publish a local offer. The local offer should:
- Outline information about provision that should be available for children and young people with SEND in on place
- Should be co-produced by parents & young people
- Should outline provision schools and colleges will deliver
- Fully involve services in its development, review and changes
- Should be a holistic guide to education, training, employment, transport, social care, health care and independent living for those aged 0 to 25
- Information should be accessible and written in plain English
- Be very clear on how services can be accessed
- Provide information on how decision are made, when and what to do if things go wrong
- Should be regularly reviewed and information should be up to date

Education, Health and Care Plans

- Each LA may have a different format
- Section A – K must be included but designed to local specification
- Outcomes focused – use of evidenced based interventions
- **Must** be written in first person; including hopes and aspirations
- Describe positively what child or young person can do and has achieved
- Set out how services will work together to meet the C&YP needs
- If health referenced in EHCP – CCG **must** provide health provision
- EHC Plan should be based on the co-ordinated assessment and planning process – child or young person at centre of decision making
- Indicate how Education, Health and Care provision will be integrated
- Forward looking

Assessment Process & EHC Plans

- On-going process
- Person-centred
- “Tell us once”
- Families involved
- Effectively Co-ordinated Education, Health and Social Care
- Practitioners engaged in single assessment
- Key-working approaches
- EHC Plans focused on outcomes
- Supports key transition points

SEN Support

- Brings together School Action & School Action Plus
- **MUST** be finalised by January Census 2015
- Focus on Quality first teaching
- Improvement of practice; focus on staff development & personalisation
- Differentiating curriculum as standard
- Greater involvement of children & young people and their parents
- **Assess, Plan, Do, Review** – The Graduated Approach
- Focus on outcomes and evidenced interventions
- Record Keeping - recording plans and outcomes

SEN Support Funding

All mainstream schools are provided with resources that can be used to support those with additional needs, including children and young people with SEN

Notional SEN Budget

- Not ring fenced
- To be used to provide high quality, appropriate support from the whole budget.

Schools should plan their approach to using resources to support children with SEN.

Schools are **NOT** expected to meet the costs of more expensive support from the core SEN funding.

Expected to provide and evidence the cost of additional support up to the prescribed threshold per student

How will the changes affect Early Years
Providers, Schools & Colleges?

Statutory Duties

The new Code of Practice outlines the Statutory duties. The key word **must** within the COP refers to a statutory duty under primary legislation, regulation or case law.

- All Early Years providers, schools and Post 16 establishments **must** have regard to the Code of Practice
- They **must** fulfil their statutory duties towards children and young people with SEND in accordance with the Code of Practice (2014)
- They **must** be able to demonstrate in their arrangements how they are fulfilling their statutory duties
- They **must** adhere to the legal obligations set out in the Equality Act 2010 and the School Admissions

Statutory Duties for Schools & Settings

Teachers trained to Identify & Support SEN

Formerly notify Parents if SEN Support is put in place

Must produce an Annual report for Parents focusing on Their Child's progress

Liaise with LA to Develop the Local Offer

Ensure C&YP with SEN engage with Activities alongside Their peers

Must co-operate with Annual EHC Reviews

Focus on Outcome Measures

Must liaise with Health & Social Care to Support C&YP with Medical Conditions

Prepare SEN Information Report

Appoint a SENCO

Ensure necessary SEN Provision

How and when will these transitions take place?

Transitional Arrangements

- **1st September 2014** – No new assessments for statements
- **September 2014** – Local Offer must be published
- **Spring 2015** – All School Action and School Action Plus children transferred to SEN Support
- **September 14 to September 16** – All Learning Difficulty Assessment's (LDAs) must be transferred to EHC plans
- **September 14 to April 18** – All statements must be transferred to EHC plans

From September 2014

- Ensure staff are aware of the implications of the new SEND COP
- Review children on School Action & School Action Plus
- Record all those who need SEN provision in the School Census
- Publish the SEN Information Report
- Develop partnerships with other providers to help smooth transitions
- Ensure children, young people and their parents are at the centre of decision making

Spring 2015 – Transfer to SEN Support

As part of the Transition period, EY settings & school should:

- Begin to review core teaching & wider policies and focus on **how** this meets the new SEND COP requirements
- Start to plan greater engagement with students & their parents; putting in place regular reviews and progress discussions
- Ensure class teachers are informed of the changes and recognise their responsibility in recognising and supporting children and young people with SEN
- Identify and deliver any staff training that is needed
- Engage with the Local Authority to contribute to the Local offer
- Engage with the Local Authority in regards to funding, joint commissioning and implications of personal budgets
- Explore support for those in transition stages e.g. those moving to post 16 education

Transfer to Education Health Care Plans

- Transfer of children and young people to EHC plans is the duty of the Local Authority
- The LA are to manage transitional arrangements
- A Dual system will be in place until April 2018
- No child or young person should 'miss out' provision
- Personal budgets
- Young people post 16