

New SEND Code of Practice September 2015

SEND Parent Forum Spring 2015
12th February 2015



Aims of the session:

- Highlight the major changes in the New SEND Code of Practice 2104
- How will this impact on our school and practice?
- What school are doing to prepare?

The New Code – Key points:

- Definition of special educational needs remains the same – **“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.”**
- School Action and School Action + replaced by one single category – **SEN Support (Category K)**
- Schools have 3 year timeframe to implement changes.
- **Education and Health Care Plan (EHC)** have been introduced which offer support from birth to 25 years. LA takes 20 weeks to process applications.
- **MCAF (Manchester Common Assessment Framework)** must now be raised for any children for whom funding is made or is likely to be made. This is a requirement of Manchester Local Authority.

The New Code – Key points:

- **'Every Teacher is a teacher of SEN'**- class teacher is responsible for progress of all children in class, including SEND children. Class teacher is main contact point for Parents/Carers.
- **There is an increased responsibility on Teachers to make sure every pupil makes progress** – the new code makes teachers more accountable for the progress of all pupils in their class, even those supported by specialist staff. Timetable of SEND training has been put in place for staff to develop knowledge.
- **Role of SENCO** – Strategic overview of SEND across the school in:
 - provision mapping and policy writing
 - advising/supporting other staff and liaising with outside agencies
 - preparing and managing statutory assessment paperwork
 - scheduling Annual Review Meetings and analysing data
 - manage a team of approx. 10 members of SEND staff
 - currently attending Manchester Metropolitan University, completing mandatory Masters level SEND qualification

What is different?

- **Manchester Local Authority must publish their 'Local Offer' which is available on their website.** This 'Local Offer' must set out in one place the provision that is available for children in the area who have SEND.
- School must publish a '**SEND School Information Report**' for parents/carers on their website with a link to the Local Authority 'Local Offer' page. This is under the inclusion banner on our website.
- **Broad areas of need are as follows** – communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory/physical needs. **Behaviour no longer sits on the SEND register.** Behaviour issues are supported by the Pastoral Team, led by Donna Weallens.
- **Children should not be on the SEN support register unless they have a specific educational need or it is suspected they may.** EAL children, those with only behavioural difficulties and those with only medical issues are not considered as having a special educational need.

What is different?

- **Focus on early intervention**, working with health and early years settings to maximise early identification on entry to Nursery / Reception.
- **SEND interventions must be under regular review by both the class teacher and SENCO.** SEND data is submitted by class teachers to SENCO on half termly basis (every 6 weeks)to ensure children are on track to make progress.
- Class teachers must meet with Parents / Carers **at least 3 times per year** to discuss progress and targets for their child. These meetings take place on a termly basis at Oswald Road Primary School.
- Annual Review Meetings for children with a Statement of Special Educational Need or EHC must be held at least once a year and necessary paperwork submitted to Local Authority. SENCO schedules these meetings and invites Parents / Carers and relevant agencies who are involved with the child.

Identifying need and gathering evidence:

If child continues to make less than expected progress, move to SEND Support. Increased, targeted interventions (**Wave 3 interventions**) with support from outside agencies, if appropriate.

Referral made to LA for assessment for EHC plan.



Class Teacher notices that child is not making progress. Class Teacher put these booster / catch up groups in place. (**Wave 2 interventions**)

Monitoring Group

SEND

EHC

**Core Group – Needs met by differentiation by Class Teacher
(Quality First Teaching / Wave 1 Teaching)**

Involving parents and children

- Parental / child involvement and engagement needs to be a priority for schools. We will be holding regular termly **SEND Parent Forums** and introducing a **termly SEND newsletter** this term.
- Parents of SEND children should be informed of progress at least 3 times a year and this should be in face to face meetings. Teachers meet on a termly basis to discuss their child's progress, attainment and next steps.
- **Personal Budgets** - Parents can now request a portion of the budget allocated to their child. These discussions / applications would be made directly with the Local Authority.
- School will be moving to "**Child Centred Reviews**" whereby the child attends the meeting and is an integral part of the process. This is being trialled with a Year 4 child at the moment who attended her Annual Review in January 2015. It was very successful.
- The voice of the child is heard and influences the decisions that are being made about their learning and well being. Implementation of "**One Page Profiles**" for SEND children from September 2015.

Action Plan for Implementation:

- Schools have 3 years to implement SEND reforms.
- SEND School Information Report available on website with link to Manchester 'Local Offer'.
- Initial staff training to share information about the reforms took place at Induction session in September 2014. Additional session Spring 1. Timetable of staff CPD in place for the year to support identification of SEND – this includes staff meetings around Quality First Teaching, Dyslexia, Autistic Spectrum Disorder and Dyspraxia.
- Review of school SEND Policy to take place Spring term.
- SEND Parent Forum Spring 1 to share information regarding reforms. Speaker from Manchester LA attending to advise on Manchester 'Local Offer'.
- SEND termly newsletter to be implemented Spring 2015 to guide parents/carers through transition period.
- Data collection half termly for SEND children to embed "Assess, plan, do, review" cycle as detailed in new Code of Practice.

At Oswald Road Primary School we are aiming high..

- **“Every child, every chance, every day”**
- High aspirations and expectations for all young people with SEND is evident in all our classrooms from Nursery through to Year 6.
- Children need ‘champions’ and we intend to be those champions. A school staff which is fully inclusive and where all children can succeed and achieve their full potential.