

## The New SEND Code of Practice - Major Changes

Support for children and young people with special educational needs and disabilities will now be from birth until the age of 25.

The categories of School Action and School Action Plus no longer apply and will be replaced with a new system called **special educational needs (SEN) support**.

Children and young people with more complex special educational needs and/or disabilities may be eligible for an **education health and care plan (EHC)**. This will replace the previous system of Statements and Learning Difficulties assessments. Pupils who presently have a statement or Learning Difficulties assessment will have them transferred to an EHC plan within the next three and a half years. This is likely to be around transition points in a child's education, such as when they move from primary to secondary school and parents/carers will be involved.

If a child has an EHC plan, their parents have the right to request a **personal budget** which may contain elements of education, social care and health funding.

A **SEND support plan (SSP)** will be used when external support from one or more external agencies is extensively involved and a person centred holistic approach is required. The proposal is that the SEND support plan can be used by Early Years settings, schools and colleges to request additional **top-up funding** for children and young people with special educational needs without the need for an Education Health and Care Plan, who previously may have been referred for a statement to access top-up funding. The SEND support plan will be jointly produced by the family, young person and the educational setting.

Each council must develop a **local offer** - in Leicestershire this will be a new website containing information about all the care and support services available. It will also give parents and carers a chance to feedback on the service they receive.

Schools also have a responsibility to publish their own SEND information (the **school offer**). The **school offer** will be completed and placed on the school's website for the start of the Autumn half-term.

## Some Implications of the Changes On Our School

Schools will be expected to have clear systems for identification, assessment, monitoring and securing appropriate support for children with special educational needs.

The four areas of special educational needs are;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

Once a potential special educational need is identified, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a **four-part cycle - assess, plan, do, review**. This is known as the **graduated approach**.

Where a pupil is receiving SEN Support, schools should meet parents termly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

All schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information must be updated annually and any changes to information occurring during the year must be updated as soon as possible.

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide, high quality appropriate support from the whole of its budget.

The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision exceeds the nationally prescribed threshold.

