

What's New in the SEND Code of Practice?

A Quick Guide to the Main SEN Reforms

- A new SEN and Disability (SEND) Code of Practice was introduced in September 2014 to coincide with the Children and Families Act 2014. This new 'Code' replaces the SEN COP from 2001.
- The new COP covers children from 0 to 25 years and offers guidance relating to disabled children and young people as well as those with Special Educational Needs.
- Education and Health Care Plans (EHC plan or EHCP) extend from 0 to 25 years and replace the previous Statement of Special Educational Needs and Learning Difficulty Assessments. Education and Health Care plans underpin a new co-ordinated assessment approach between education, health and social care where all agencies must closely co-operate and contribute to the EHC plan. As part of an EHC plan children are eligible to apply for personal budgets to provide the provision outlined in their EHC plan.
- An assessment period reduced from 26 weeks to 20 weeks.
- A new single, graduated approach called SEN SUPPORT replaces School Action and School Action Plus. 'Every Teacher is a Teacher of Children with Special Educational Needs and Disabilities', therefore the class teacher is responsible for appropriate support along with the SENCo.
- Local Authorities are required to publish in one place, a clear 'Local Offer' of all the support and services available to families in their area and how families can access these services.
- Greater participation of children, young people and their families in making decisions about their education along with greater choice over their support. Families are to be at the 'centre' of the process. Person Centred planning and reviews to take place.
- A continued drive towards inclusive practices; removing barriers to learning and high quality provision for learners with SEND in schools and settings where every

teacher is a teacher of pupils with Special Educational Needs.

- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood.
- Four broad areas of need now exist:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health Difficulties
 - Sensory and/or Physical Needs
- High expectations for children and young people with SEND; maintained nursery schools, mainstream schools and academy schools (but not 16-19) must designate a qualified teacher (SENCo) to co-ordinate SEN provision, ensure children with SEND are fully included in school activities.
- Schools must publish information on the school's website including an SEN Information Report which details a range of information. For example: the provision available for learners with SEND, assessment arrangements, arrangements for consulting parents, young people and families and the expertise and training of staff.
- Early Identification of SEN.
- Evidence-based interventions.
- An SEN cycle and graduated response of: Assess-Plan-Do-Review. More frequent reviews with actions revisited, reflected and revised to secure good outcomes.
- A full version of the SEND Code of Practice: 0-25 years can be found [here](#).