

# A quick guide to:

## The SEND Code of Practice

### Identifying and teaching pupils with SEN

#### **Teachers are responsible for every pupil**

Teachers are responsible for the progress and development of every pupil in their class, including those who get extra support from teaching assistants or specialist staff.

The first step in supporting all pupils, including those with SEN, is high-quality teaching, adapted for individual pupils.

Some pupils may need additional help to access the curriculum or make expected progress. These pupils may have SEN.

#### **Not every pupil making slower progress has SEN**

Some pupils may make slower progress for a reason unrelated to SEN, such as a gap in their learning.

Teachers will regularly assess the progress of all pupils and work with the SENCo to identify whether a pupil has SEN.

Teachers will consider whether the pupil's progress is:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the pupil's previous rate of progress
- Failing to close the attainment gap between the pupil and their classmates
- Widening the attainment gap

### How teaching staff work with the SENCO

The school's SENCo will support teaching staff in delivering SEN provision, but their role is largely strategic.

The SENCo is not responsible for teaching pupils with SEN, or for deciding on specific teaching strategies for pupils with SEN, though they'll often offer advice and training to teachers in order to support with this.

### Supporting pupils with SEN

#### **Areas of need**

The needs of pupils with SEN usually fall into one or more of the following categories:

- Communication and Interaction

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

**Teachers, parents or carers, and young people should be involved with every stage of the ‘Graduated Approach’ process (often referred to as Assess, Plan, Do, Review Cycle).**

**SEN support** is implemented and regularly reviewed using the ‘Graduated Approach’:

- 1) **Assess:** the class teacher and SENCo should clearly analyse a pupil’s needs before identifying them as needing SEN support.
- 2) **Plan:** the class teacher, parents or carers and SENCo agree the support to be put in place. The support may be set out in a school-based SEN learning plan.
- 3) **Do:** the class teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching
- 4) **Review:** the class teacher, parents or carers and SENCo review the effectiveness of the support regularly and agree any changes where needed

Teachers will meet with parents or carers to review children’s progress at least 3 times per year if they have been identified as having SEN.

### EHC plans

The large majority of pupils with SEN or disabilities will have their needs met through SEN support.

Pupils with more complex needs, who cannot access the curriculum without **significant adaptation or support**, may need additional provision, which is set out in an Education, Health and Care (EHC) plan.

An EHC needs assessment can be requested by the school or parents and will be carried out by the local authority. The local authority will expect elements of the local offer to have been explored before seeking an EHC needs assessment.

**Local offer:** information published by the LA about the support for pupils with SEN or disabilities that should be available in the area