

KEY POINTS OF SEN SUPPORT IN SCHOOLS

For pupils with special educational needs who DO NOT have an Education, Health & Care Plan

The SEND Code of Practice (2015) is guidance that schools MUST follow. These are its key points about pupils who are vulnerable and who may have SEN but DO NOT have an EHCP.

Schools should regularly and carefully review and, where necessary, improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN (Section 6.37).

For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals (6.38).

Schools should hold an early discussion with the pupil and parents/carers. They should record and copy to parents/carers the outcomes which are agreed together with the next steps to help achieve these outcomes. At this point schools should also teach children, parents/carers and young people where to find the local authority's Information, Advice and Support

Schools should make it clear to parents/carers if the support their child needs can be provided from the school's 'core' (standard) offer or whether something different or additional is required (6.40).

Schools should then ASSESS the pupil's needs, PLAN appropriate support, DO what has been planned and REVIEW the pupil's progress in response to support (6.44).



A clear date for reviewing progress should be agreed and the parents/carers, pupil and teaching staff should each be clear about their role. If it is decided that a pupil does have SEN, this should be recorded and the pupil's parents/carers must be formally informed that special educational provision is being made (6.43).

The school should obtain a wide range of evidence including the views and experiences of parents/carers, the pupil's own views and, if relevant, advice from external support services. **SCHOOLS SHOULD TAKE SERIOUSLY ANY CONCERNS RAISED BY A PARENT** (6.45).

Teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches required. This should also be recorded on the school's information system (6.49).

The **ASSESSMENT** (and not just the support) should be reviewed regularly (6.46).

If outside practitioners in health, education or social care are not already working with school staff, the SENCO should contact them only if parents/carers agree (6.47).

Where it is decided to provide a pupil with SEN support, the parents/carers must be formally notified and the teacher and the SENCO should agree in consultation with the parents/carers and the pupil any adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review (6.48).



Information from SEND Code of Practice (2015)

It is not true, in law, that:

The school can only make a certain number of EHC assessment requests each year;

An EHCP assessment cannot be requested until the Educational Psychologist has seen the pupil;

The school must spend £6000 on support for a pupil before they can request an EHC assessment.



Stockton-on-Tees
BOROUGH COUNCIL