

The 2014 SEND (Special Educational Needs and Disability) Code of Practice and Notre Dame's response.

The **SEND Code of Practice: 0 – 25** was introduced in September 2014, replacing the previous 2011 code. It was updated in January 2015.

Some of the **Key changes** are highlighted here:

#### **Overview**

The SEND Code of Practice:

- Extends its age range to cover children and young people from 0-25
- Now includes children and young people with disabilities as well those with SEN
- Focuses on the views of children and young people and their parents
- Focuses on high aspirations and improving outcomes
- Emphasises the importance of integration between different agencies

In addition:

In the new Code of Practice, there are four main categories of SEND:

#### **Categories of need**

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

'SEND support' has replaced School Action (SA) and School Action Plus (SA+)

and

Education, health and care (EHC) plans are replacing statements (by April 2018)

SEN support is implemented and regularly reviewed using the '**graduated approach**', outlined below.

1. **Assess:** the class/subject teacher and SENCO should clearly analyse a pupil's needs before identifying him/her as needing SEN support
2. **Plan:** the class/subject teacher and SENCO should agree the support to be put in place. Parents must also be notified and consulted. The support will usually be set out in a school-based SEND Support Plan
3. **Do:** the class/subject 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/subject teacher and SENCO should review the effectiveness of the support regularly and agree any changes where needed.

## **Notre Dame's response:**

### **Overview:**

In many ways, the new SEND Code of Practice endorses the philosophy and nature of our SEND support that have developed over many years. This in itself is an extension of the School's values and beliefs.

The School's provision, built on its mission statement and Gospel values, has always emphasised the potential of every child and we have always aspired to the best possible outcomes for each child in every sphere of life.

Our provision has been built around the sacredness of each individual and, therefore, inclusivity is our default approach to SEND provision. This means that very few children are withdrawn from lessons. It also means that our main response to SEND is Quality First Teaching in the classroom. Teachers have access to a wide range of information and guidance about specific SEN and their provision and there are regular timetabled opportunities for them to consult with the SENco.

In order to achieve a successful personalised response to each student's SEN, the views of children and their parents/carers are essential to informing our practice. Except in very particular circumstances, children are always consulted about their provision and their views are always communicated to their teachers. Parents/carers are also involved in the process and may be invited to co-write support plans. By including students and their parents/carers at the very heart of the process, we can ensure person centred planning that focuses on the needs and aspirations of each child.

Notre Dame has a long and happy tradition of collaborating with other agencies. Given our concern for the whole child, it is natural that our work crosses over into areas served by other agencies. We have long been committed to collaborating with these agencies to ensure the best outcomes for children. Specialists within these agencies provide us with expert knowledge in dealing with complex needs and play a key role in our personalised provision planning.

SEN provision is now organised by the Local Authority into localities. Notre Dame has been placed in Locality F, 'Rivelin to Sheaf', which covers the south-west of the city. Our SENco attends regular locality meetings to consider matters such as new developments in provision, standardisation of assessment and funding for individual cases. The School also contributes to Sheffield's Local Offer, where all the services available for children and young people can be found.

### **Categories of Need**

Our SEND Support Plans have been updated to reflect the new categories of need. Students who qualify for SEND support are identified as such in the School's information management systems and the old 'SA' and 'SA+' categories are no longer used. Statements are being converted to EHC Plans in accordance with Sheffield City Council's timetable.

### **Graduated Approach**

We continue to monitor the progress of all children and, should subject teachers have particular concerns about a child's needs, they will consult with the SENco as to the best response. Agreed responses will be acted upon and monitored but, if the child continues to struggle, discussions will begin as to whether or not the child should be formally assessed and/or placed on the SEND Support List.

Progress and the success of interventions are reviewed after each round of whole school academic monitoring. The SENco meets with each Head of Year to discuss successes and concerns and these discussions form the basis of future provision planning.

If you have any further questions, please contact us.