

The SEND Code of Practice 2015 provides guidance for schools, local authorities, and other agencies in supporting children and young people with Special Educational Needs and Disabilities (SEND). It ensures a clear framework for identifying, assessing, and meeting the needs of children with SEND, placing emphasis on a **collaborative, inclusive, and outcomes-focused approach**.

Key Principles:

The Code of Practice is based on several core principles:

Child-Centered Approach:

- The needs, views, and preferences of the child or young person should be central to the process, with a focus on their individual needs and aspirations.
- **Partnership with Parents:** Families are key partners in decisions about support and should be fully involved in all stages of the process.
- **Early Identification:** Early identification of SEND is crucial for providing timely support to prevent difficulties from escalating.
- **Inclusive Education:** Pupils with SEND should have access to the same high-quality education as their peers, with reasonable adjustments and adaptations made to enable them to fully participate in school life.

Identifying SEND:

The Code outlines the four broad categories of SEND:

- **Communication and Interaction:** Includes speech, language, and communication needs, and autism spectrum conditions.
- **Cognition and Learning:** Includes learning difficulties such as dyslexia and moderate to severe learning difficulties.
- **Social, Emotional, and Mental Health:** Covers issues like anxiety, depression, and behavioral disorders.
- **Sensory and Physical:** Includes sensory impairments and physical disabilities.

The Code also emphasises that not all children who are struggling in school will have SEND, and that other factors, such as poor teaching or lack of support, must be considered before determining if SEND is the cause of a pupil's difficulties. (Concern and Action)

Assessing SEND:

When a school identifies a child with SEND, they are required to carry out an assess, plan, do, review process:

- **Assess:** Understand the nature and extent of the child's needs through observation, assessment, and consultation with the child, parents, and professionals.
- **Plan:** Develop a plan of intervention and support, with clear goals and timelines.
- **Do:** Implement the plan, ensuring staff are adequately trained and resources are available.
- **Review:** Regularly review the effectiveness of the plan, adjusting it as needed.

If a child's needs are more complex, the Code advises that a Education, Health, and Care Plan (EHCP) may be required. The EHCP outlines the specific support a child will receive, bringing together education, health, and social care services to ensure a holistic approach.

School's Responsibility:

The school's duty is to provide appropriate and adapted teaching and support for pupils with SEND, which may include additional resources or specific interventions. (Wave 1 and 2). Schools should use a graduated approach, starting with universal support for all students and increasing the intensity of support based on the child's needs. (Wave 3)

If the school cannot meet the needs of a child, they should work with the local authority to explore further options, including specialist provision or an EHCP.

Role of Local Authorities:

Local authorities play a critical role in securing appropriate provision for children and young people with SEND. They are responsible for ensuring that the educational, health, and care needs of children with SEND are met, and they must ensure schools receive support to implement SEND provision effectively. If a school is unable to meet a child's needs, the local authority may step in to offer additional support or provide specialist education.

Conclusion:

The SEND Code of Practice 2015 aims to ensure that children and young people with SEND are fully included in education and can achieve their potential. It promotes early identification, personalised support, and strong partnership between schools, families, and local authorities. By focusing on outcomes and the needs of the child, the Code strives to create a more inclusive education system that supports every child in their learning journey.