

# The SEN Code of Practice



**BFG Parent  
Partnership  
Service**

All children are individuals who develop and learn at different rates. Some children find learning easy and some find it hard but with the right help they will develop at their own pace. The classteacher will plan lessons to take into account the different abilities of children and their strengths and weaknesses. Different approaches to learning will help most children, but some may need more support and be identified as having special educational needs.

The SEN Code of Practice is the guidance that early years settings, state schools, local authorities and SCE, and others must follow to identify, assess and make provision for children who have special educational needs. It sets out a graduated response to the identification and assessment of children with special needs and advocates early identification and intervention. The way in which settings and schools should respond to children's special needs are described as:

**Early Years Action/School Action**

**Early Years Action Plus/School Action Plus**

**Statutory Assessment**

**Statement**

The SEN Code of Practice also suggests that there are four main areas of special needs:

**Communication and interaction**

**Cognition and learning**

**Behaviour, emotional and social development**

**Sensory and/or physical needs**

Some children may have needs in more than one of these areas.

## Early Years Action/School Action

The setting/school **must** tell you when they think your child has special educational needs. The keyperson/classteacher will monitor your child's progress and if there is a cause for concern your child will be placed at Early Years Action/School Action. This means that something **extra or different** is required than is available or being used in the classroom. The classteacher will seek advice from the Special Educational Needs Co-ordinator (SENCO) to decide what different or extra help is required. An Individual Education Plan (IEP) should be written which sets out:

- \* **3 or 4 short-term targets for your child which they can achieve over the next half-term/term**
- \* **What support will be given**
- \* **Who will provide the support e.g. TA, SENCO**
- \* **How often your child will receive help e.g. in a small group for 20 minutes each morning**
- \* **How and when your child's progress will be checked and the IEP reviewed**
- \* **What help you can give your child at home**

The IEP should be reviewed on a regular termly or half-termly basis and discussed with you. A child can remain at Early Years Action/School Action until the provision in the IEP is no longer required or your child needs additional support at Early Years Action Plus/School Action Plus.

## Early Years Action Plus/School Action Plus

If the setting/school feel that your child is not making progress at Early Years Action/School Action they will talk to you about involving outside agencies, that is services other than school staff. Following this discussion with you the setting/school may want to involve a specialist teacher, an Educational Psychologist, a Speech and Language Therapist or other health professional. If other agencies become involved your child will be placed at Early Years Action Plus/School Action Plus.

Your child will continue to receive the support provided at Early Years Action/School Action but will also have ongoing involvement from the appropriate professional. In partnership with parents and professionals the setting/school will draw up a new IEP to include the additional advice/support provided by other services. You will continue to be involved and your child's progress will be regularly monitored and reviewed as it was at Early Years Action/School Action.

Early Years Action Plus/School Action Plus will continue until the provision in the IEP is no longer required and your child is moved back to Early Years Action/School Action, or there is a joint decision that your child needs further support and a request to SCE for a statutory assessment may be appropriate.

## Statutory Assessment

If your child is not making satisfactory progress with the resources available to the school (Early Years Action/School Action) and input from external agencies/services (Early Years Action Plus/School Action Plus) then it may be agreed that a request is made to SCE for a Statutory Assessment\*. This is a detailed assessment carried out by SCE under the Education Act 1996. Reports and advice will be requested from parents and all those professionals involved with your child.

When all the advice/information has been received SCE will consider all the reports and determine whether additional resources or provision is required and issue either:

- a Statement of Special Educational Needs;
- a Note in Lieu;
- a Summary of Need.

If you do not agree with the outcome of the Statutory Assessment you have the right to appeal SCE's decision.

**\*Further information on the Statutory Assessment process and outcomes is available in the leaflet 'Statutory Assessment'.**

## Statement of Special Educational Needs

A Statement of Special Educational Needs is only appropriate for a very small number of children with significant, long-term, low incidence disabilities. SCE do not have the same range of specialist resources available as in the UK, therefore the number of children in BFG with a Statement of Special Educational Needs is relatively low.

A Statement of Special Educational Needs is a summary of all the advice collected during the statutory assessment and sets out your child's special educational needs; the long term objectives that your child is expected to meet; and any support that should be provided, either by the school or other services, to meet those needs and objectives.

SCE has a duty to review a Statement of Special Educational Needs every year, and every 6 months for children under the age of five; this is known as the Annual Review\*. The purpose of the Annual Review is to consider the progress your child has made over the last twelve months and whether the Statement remains appropriate or requires some changes. It is through the Annual Review process that any amendments to the Statement can be made each year.

**\*Further information on the Annual Reviews is available in a separate leaflet .**