**SEND in Schools; The Must Knows and Statutory Requirements**

Code of Practice 2014 in a Nutshell;

* Covers 0-25 year old age range
* Focus on participation of parents/ children in the decision-making at all levels
* Strong focus on high aspirations and improving outcomes for young people
* It includes guidance for education, health and social care to work together
* Graduated approach to identifying and supporting students with SEN (A,P,D,R)
* EHC plans
* Transitions to adulthood (1.39)

**SEN-** A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child has a learning difficulty or disability if he/ she;

* Has a significantly greater difficulty in learning than the majority of others of the same age, or
* Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**DISABILITY**- ‘…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

**Broad areas of need:**

1. *Communication and interaction*
* Speech, language and communication needs (SLCN)
* ASD
1. *Cognition and learning*
* Moderate learning difficulties (MLD),Severe learning difficulties (SLD)
* Profound and multiple learning difficulties (PMLD)
* Specific learning difficulties (SPLD- dyslexia, dyscalculia and dyspraxia)
1. *Social, emotional and mental health difficulties*
* Anxiety, depression, self-harming, substance misuse, eating disorders
* ADD, ADHD, attachment disorders
1. *Sensory and/or physical needs*
* Vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI)
* Physical disability (PD)

**Statutory Requirements for SEND from Code of Practice (2015)**

* Schools must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers
* Schools must publish accessibility plans
* Schools must use their best endeavours to ensure high quality teaching that is differentiated and personalised will meet the individual needs
* Schools must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
* Schools must ensure that children and young people with SEN engage in the activities of the school alongside pupils that do not have SEN
* Must designate a SENCO, who has a teaching qualification and they must complete the National Award for SENCO’s within the first 3 years of their post. (Schools must have record of this)
* Schools must inform parents when they are making special education provision for a child
* Schools must prepare a SEN Information Report- Section 6.79 (SEND Policy is NOT statutory)

**Equality Act 2010**

* Equal treatment for everyone
* Must provide reasonable adjustments

Schools must implement accessibility plans which are aimed at:

* Increasing the extent to which disabled pupils can participate in the curriculum;
* Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
* Improving the availability of accessible information to disabled pupils