

## St Mary's University

### Research & Literature Summary

#### Title and Author

SEND Code of Practice – Chapter 6

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)

#### Summary

- Every school is required to have a clear approach to identifying, addressing, reviewing and managing the special educational needs (SEN) of their pupils, whether or not they have an Education, Health and Care Plan (EHCP).
- This should be approached using four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs.
- Every school must have a designated, qualified SEN co-ordinator, or SENCO, and a governor with specific oversight of provision for SEN and disabilities.
- Schools must provide an inclusive education appropriate to the needs of all pupils with SEN, to improve outcomes, and remove barriers to learning.
- Schools must have high expectations and aspirations for every pupil with SEN to fulfil their potential.
- Schools must ensure pupils and parents are actively involved in the decision-making process for pupils who require SEN support, including planning and reviewing, and provide an annual progress report to parents.
- An SEN information report must be prepared to prevent pupils with SEN and disabilities from being treated less favourably than others and promote equality of opportunity under the Equality Act 2010.
- The school's SEN policy must be published on their website, in line with the Special Educational Needs and Disability Regulations 2014.

#### Key Considerations for Practice

- When considering if special educational provision is required, schools and teachers need to start with the desired outcomes, including expected progress and attainment and the views and wishes of the pupil and their parents.
- Teachers are responsible and accountable for the progress and development of all pupils in their class. Supported by senior leaders, they should consider how best to make regular assessments of progress for all pupils and identify those making less than expected progress given their age and individual circumstances, in terms of attainment and wider development and social needs.
- Schools need to consider how higher quality teaching usually made available to a whole class, should mean fewer pupils with SEN require different or additional provision to that normally available to pupils of the same age.

#### Prompts for Professional Dialogue and Reflection

- In your own practice, how do you ensure that pupils with SEND achieve their best? Become confident individuals living fulfilling lives? Make a successful transition into adulthood (into employment further or higher education or training)?

- Are you aware of the needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required for every pupil with SEND you teach?
- What are your next steps to ensure your practice meets the requirements, values and attitudes included in the SEND Code of Practice 2015?
- What other reading has informed your understanding of the SEND Code of Practice 2015?

