

The Loriners MAT
Code of Practice for Special Educational Needs

The current 'Special Educational Needs Code of Practice' was published 2014. This 'Code of Practice' puts the child at the centre of the planning and provision for Special Educational Needs. Gathering views from the pupils and parents school coordinates a plan to address the needs of a child.

Defining Special Educational Needs

Within the code (pages 15 and 16), SEN is defined as the following:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or 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 or mainstream post-16 institutions

Special Educational Needs Process

School based support

Children who have been identified so extra support is needed. Plan put in place to reach individual targets for child and reviewed termly with class teacher and parents. This plan is called an 'Assess, Plan, Do and Review'.

Enhanced school Based support

Children will receive support in school and may also access support from agencies outside school such as Educational Psychology or Speech and Language Therapy. An 'Assess, Plan, Do and Review' will be created to outline the pupil's needs and termly reviews with take place with the Inclusion and SEND lead, class teacher and parents. Any other adults involved supporting the pupil will also be invited to this review.

Education Health and Care Plan

Educational Health and Care plans support children from birth up until the age of 25 years. Children may receive support and interventions from outside agencies sometimes in and outside the classroom. An 'Assess, Plan, Do and Review' will be created to outline the pupil's needs and termly reviews with take place with the Inclusion and SEND lead, class teacher and parents. Any other adults involved supporting the pupil will also be invited to this review. Annual reviews also take place to update the plans and reassess needs.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>