

Appendix 2

Special Educational Needs and / or Disability

What are Special Educational Needs and / or Disabilities?

Special Educational Needs and / or Disabilities, or SEND, is a term that is used to describe pupils who have needs over and above those that can be met by good quality classroom teaching. These needs may be within:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

They may be for a short period or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

Woodborough CE Primary School is proud of the work it does with all its pupils and we have significant strengths working with children with special needs. We build self-esteem with positive learning experiences and successfully involve children with whole school life. We recognise SEND with the intention of addressing unmet needs; and enabling children to have an ability to engage, and develop skills and knowledge to achieve, succeed and even excel beyond their potential across all areas of the curriculum. We follow the guidelines set out in the 2014 Code of Practice for SEND. Teaching staff continually strive to fully understand their pupils and comprehensively meet their needs.

Continuum of Support

Concern	If the class teacher or parent identifies a concern, the SENCO will liaise with the class teacher over a Wiltshire Indicators of Progress (WIPD) assessment. This process is designed to highlight any area of need.
SEN Support (formerly School Action/School Action Plus)	Children who are identified with learning needs will become part of a single category known as SEN Support. Their progress will be monitored by the class teacher and SENCO and they will compile a one page profile to accompany their IEP in conjunction with their teacher.
Education and Health Care Plan (Statutory Assessment)	The EHCP replaces the 'Statement of Special Educational Needs'. Personnel from the local authority will liaise with the SENCO and class teacher over the child's provision. All professionals that support the child will meet with their family for the annual review in the Spring term.

Here is some key information for parents regarding the new SEN Code of Practice for 2014:

Why are changes being made to the SEN system?

The Government is transforming the system for children and young people with special educational needs (SEN), including those who have disabilities, so that services consistently support the best outcomes for them.

The Children & Families Bill will extend the SEN system from 0 to 25, giving children, young people and their parents' greater control and choice in decisions and ensuring needs are properly met. There are also changes to the way SEN is funded, as part of school reform.

What do the SEN changes mean for Teachers?

Under the draft code, Teachers will be more accountable for the progress of pupils with SEN, even those who receive extra support from specialist staff. If a pupil is not making enough progress, Teachers, SENCO's and parents should work together to solve any problems, and to plan targeted support and teaching strategies.

Teachers should expect to be judged in their appraisals on how well they teach pupils with SEN. It is important that they know how to identify different kinds of SEN and support pupils with different needs.

What will replace SEN statements?

Under the new Code of Practice, Statements of SEN will no longer be produced but will be replaced by education, health & care plans (EHCPs).

These will replace statements and learning difficulty assessments (LDAs) and will stay in place up to the age of 25, wherever a young person stays in education and still has needs that require an EHCP, i.e. an EHCP will continue only for young people who choose to stay in education or training.

For most young people this will be to go to further education (college), or to get an apprenticeship.

When will statements be replaced by EHCPs?

Each child will transition from a statement to an EHCP upon their next annual review meeting.

What will replace School Action and School Action Plus?

Children who were previously within these categories will now be under one single category known as 'SEN Support'. In conjunction with their teacher, they will produce a one page profile known as a 'My Plan' which will be attached to their IEP.