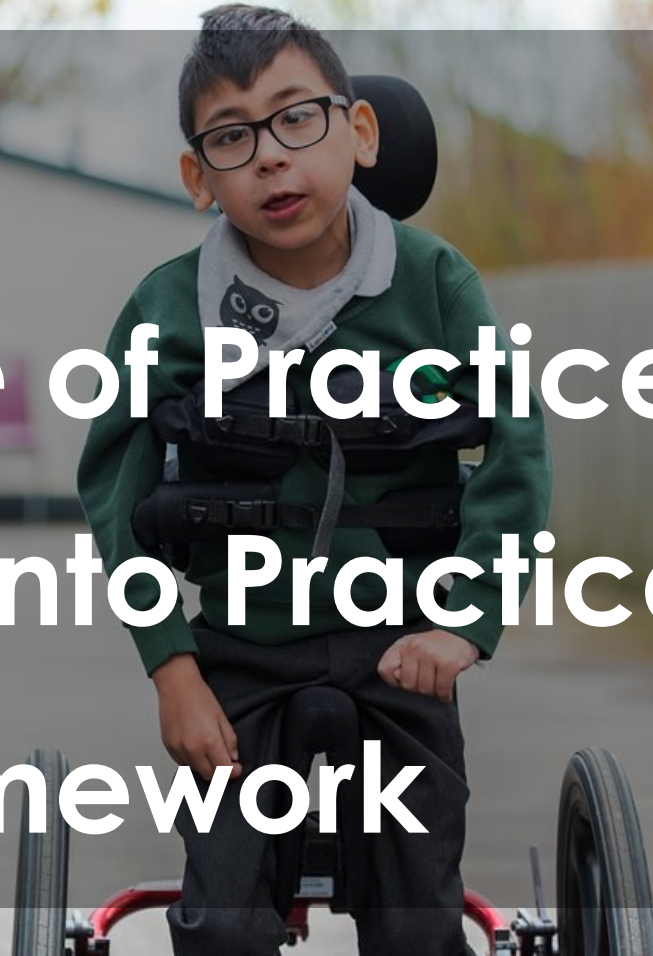






**A brief history**  
**The SEND Code of Practice**  
**Putting Theory into Practice**  
**The Ofsted Framework**





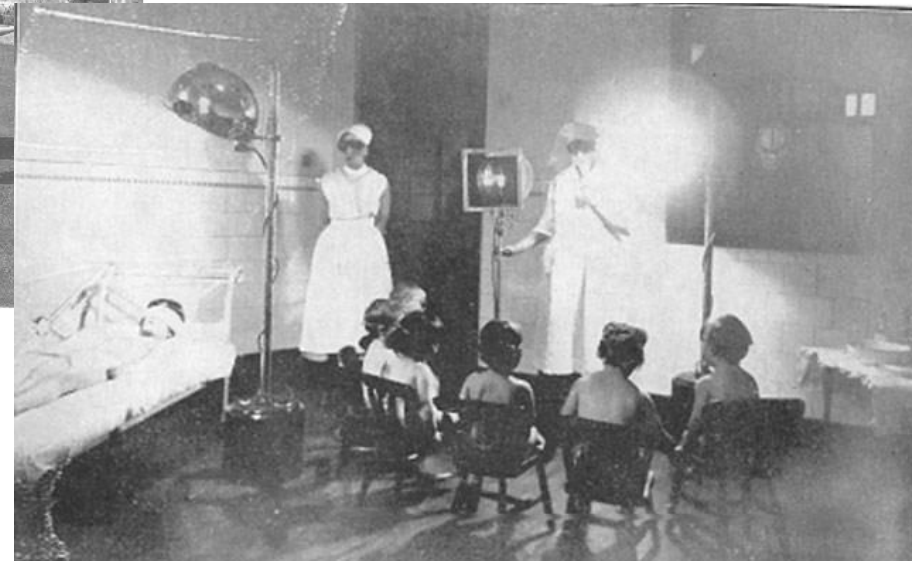
# A Brief History of SEND



Chalfont Centre for Epilepsy



Royal Worcester College for the Blind



Royal Worcester College for the Blind

**1913** Mental Deficiency Act

**1944** Education Act provides 11 type of setting dependent on 'impairment'

**1966** Paul Hunt and Peter Wade publish 'Stigma'

**1972** Paul Hunt's letter is published in the Guardian newspaper calling for equality for disabled people and asking others to join him.

**1981** The Education Act – 'special needs' during the United Nations International Year of Disabled People. Gave parents new rights in relation to special needs.

**1997** Green Paper 'Excellence for all Children – Meeting Special Educational Needs'

**2004** Children Act – Based on the 2003 Green Paper 'Every Child Matters'.

**2010** The Equality Act

**2014** SEND code of practice: 0 to 25 years

**1918** Education Act provides for 'handicapped' children to be educated

**1962** Education Act places legal responsibility on parents to find 'suitable' education for their child.

**1970** Education (Handicapped Children) Act – transferred responsibility for education of 'severely handicapped children' from health authorities to LEAs.

**1978** Warnock Report

**1994** Salamanca Statement – inclusion to be the norm

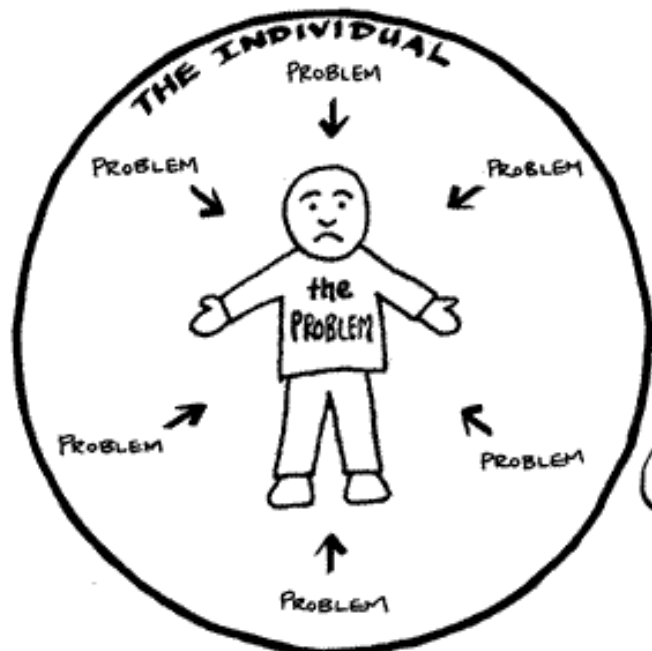
**2001** Special Educational Needs and Disability Act (SENDA) – extended disability discrimination legislation to schools, colleges and universities

**2008** ALLFIE 'We Know Inclusion Works' March to the Department for Children Schools and Families

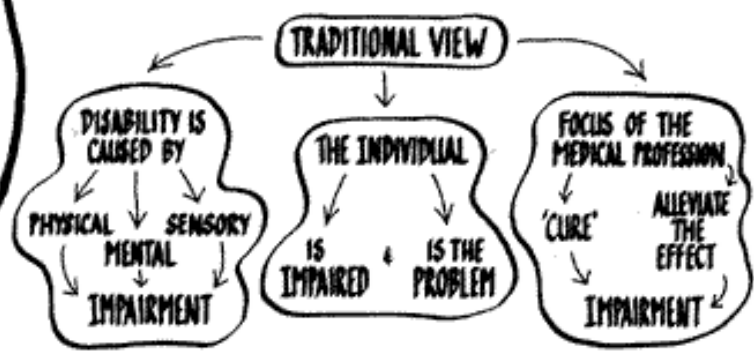
**2014** The Children and Families Act



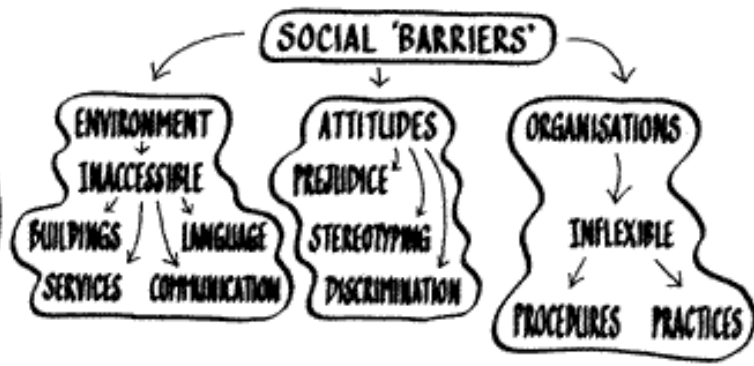
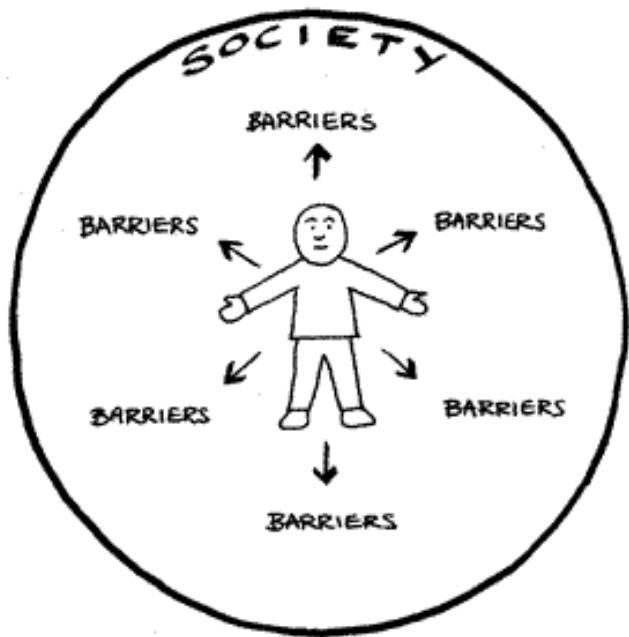
# THE MEDICAL MODEL OF DISABILITY



IMPAIRMENTS AND CHRONIC ILLNESS OFTEN POSE REAL DIFFICULTIES BUT - THEY ARE NOT THE MAIN PROBLEMS

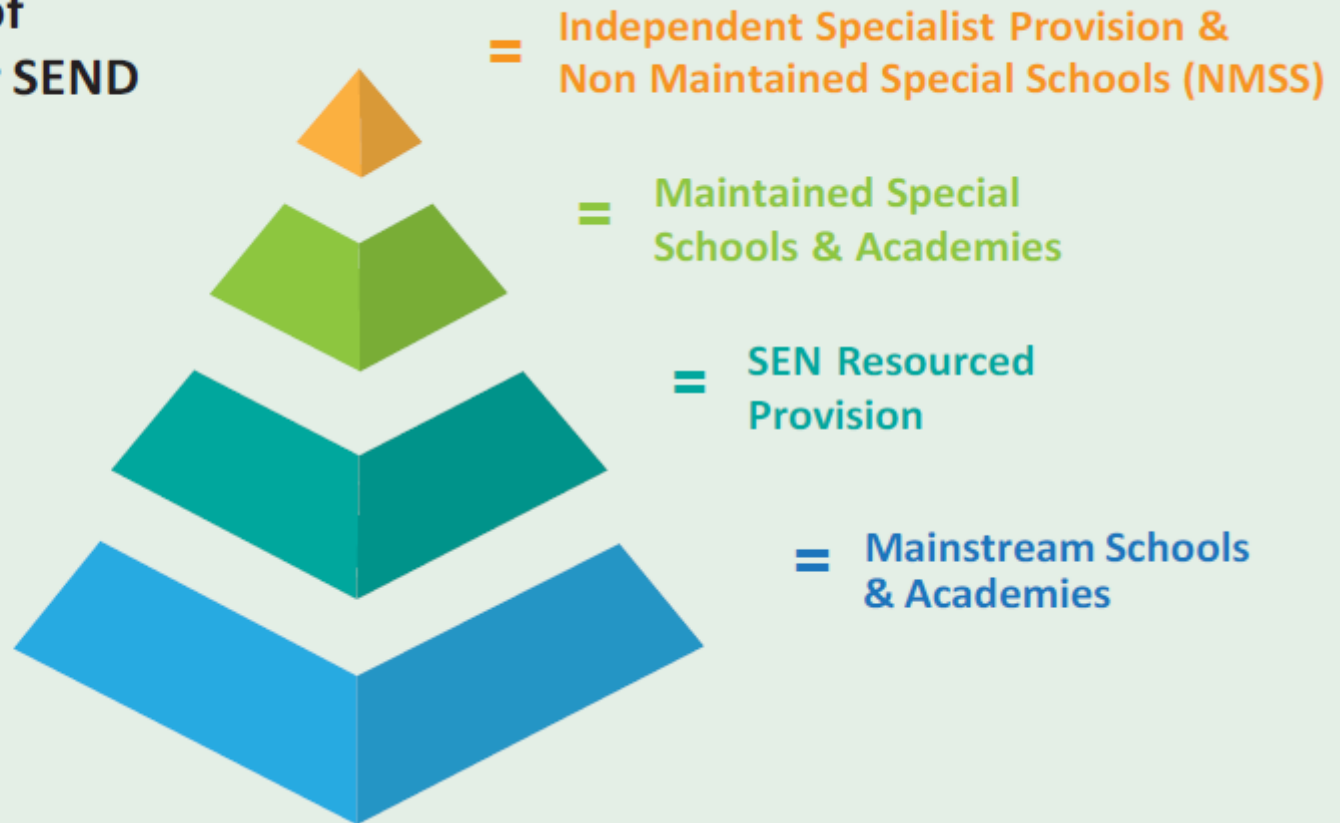


# THE SOCIAL MODEL OF DISABILITY





## Continuum of provision for SEND





# The Code Of Practice

  
Department  
for Education

  
Department  
of Health

## **Special educational needs and disability code of practice: 0 to 25 years**

**Statutory guidance for organisations  
which work with and support children  
and young people who have special  
educational needs or disabilities**

**January 2015**



## The Code Of Practice: Statutory Duties







# The Code Of Practice: Principles





# The Code Of Practice: Who's Who

**Commissioners**

**Health**

**Social Care**

**Education**

**Pediatricians**

**Social Workers**

**Information, Advice & Guidance**

**Nurses**

**Respite**

**Schools & Settings**

**Therapists**

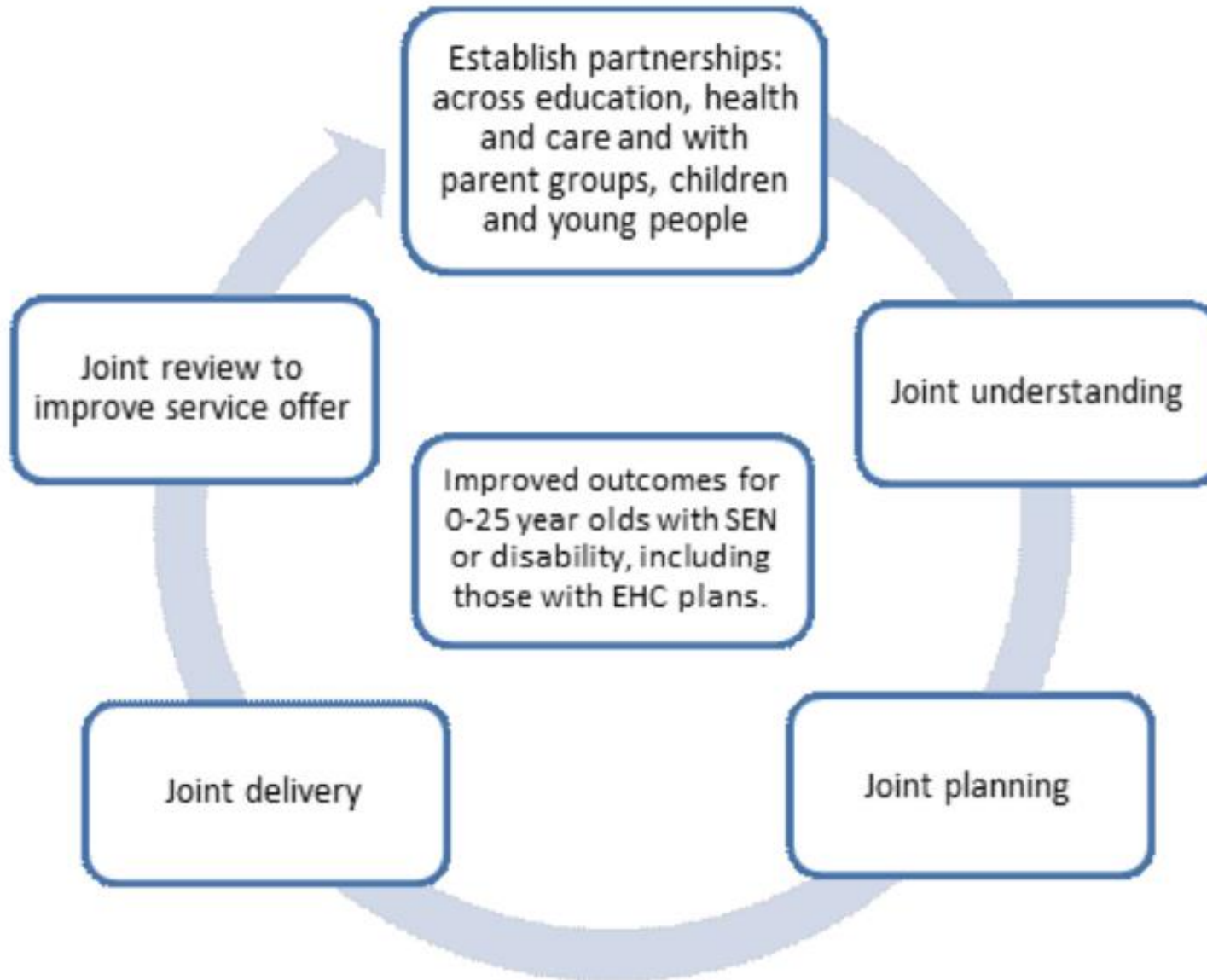
**Psychologists Therapists**

**Healthcare Assistants**

**CAMHs**



# The Code Of Practice: The Commissioning Cycle





# A Code of Practice: The Local Offer



## Welcome to Barnsley's Local Offer

Where families have access to the right information at the right time, allowing them to make informed choices about the services and support they receive.

The Local Offer is maintained by BMBC's Families Information Service.

If you can't find what you are looking for ring 0800 0345 340.

### Contact us



#### Need help?

0800 0345 340

[infos@barnsley.gov.uk](mailto:infos@barnsley.gov.uk)

### Find us on Facebook!



Click here to follow [Barnsley SEND Local Offer on Facebook](#)

### Starting your SEND Journey



In this section, you will find out where to go and who to talk to if you have concerns your child has SEND.

### Education



This section will help you with:

Current ways to have your say



## 6 Schools

### What this chapter covers

This chapter applies mostly to mainstream schools. The Equality Act duties described under 'Equality and inclusion' and the duty to publish an SEN information report under 'Publishing information: SEN information report' apply to special schools, as do schools' duties in respect of EHC needs assessments and plans (Chapter 9 – Education, Health and Care needs assessments and plans). The chapter explains the action that mainstream schools should take to meet their duties in relation to identifying and supporting all children with special educational needs (SEN) whether or not they have an Education, Health and Care (EHC) plan.

### Relevant legislation

#### Primary

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children and young people with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEN co-ordinators: Section 67
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100

The Equality Act 2010

#### Regulations

The Special Educational Needs and Disability Regulations 2014




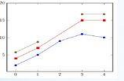

# The Code Of Practice: Chapter 6





# The Code Of Practice: Chapter 6



SEND Information Report	
<p><b>1 Kinds of Special Educational Needs that are provided for at St. Joseph's School</b></p> 	<p>St. Joseph's provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014 :</p> <ul style="list-style-type: none"><li>• Communication and interaction</li><li>• Cognition and learning</li><li>• Social, emotional and mental health difficulties</li><li>• Sensory and/or physical needs</li></ul>
<p><b>2 Information about the school's Policies for identification and assessment of pupils with SEND</b></p> 	<p>Pupils are identified as having SEND, and their needs assessed, through :</p> <ul style="list-style-type: none"><li>• Information passed on from Nursery/previous schools.</li><li>• EYFS results, KS1/2 results, baseline testing and progress data.</li><li>• Feedback from teaching staff and observations.</li><li>• Pupil Premium and other interventions not showing impact.</li><li>• Referrals from parents.</li></ul>
<p><b>3c The school's approach to teaching pupils with SEND</b></p> 	<p>Provision for SEND pupils includes :</p> <ul style="list-style-type: none"><li>• Quality first teaching, with appropriate differentiation in place.</li><li>• Extra adult support in classrooms where appropriate.</li><li>• Reduced group sizes where appropriate.</li><li>• Personalised provision through adapted resources and interventions.</li></ul>





# The Code Of Practice: Chapter 6







## The Code Of Practice: Identifying SEN

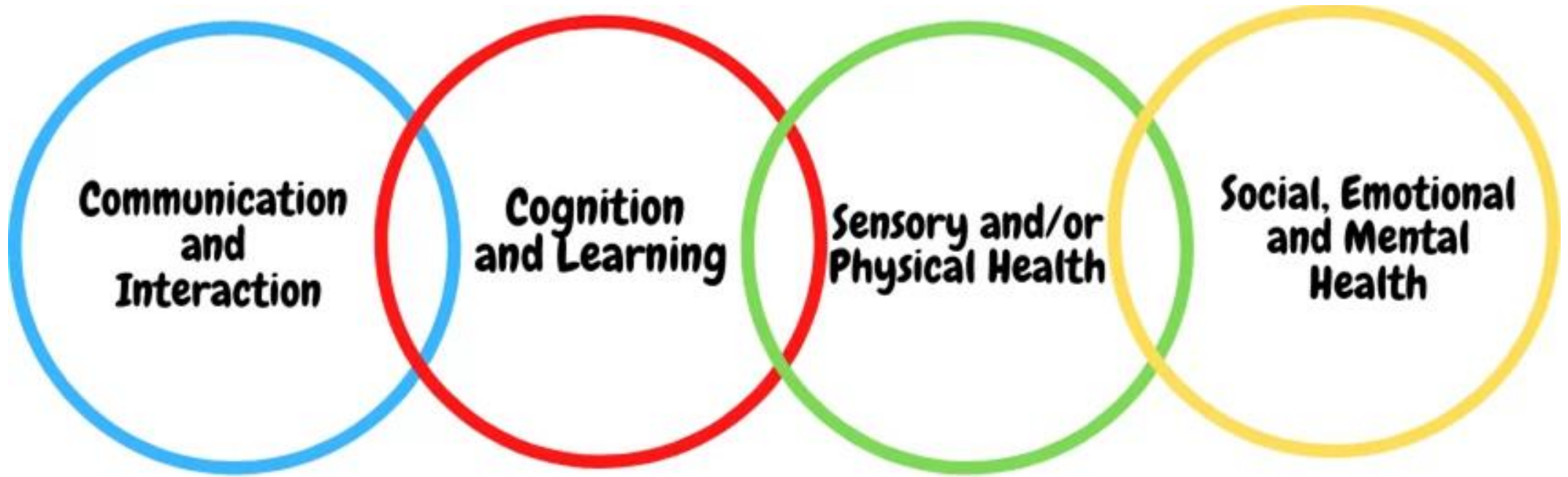


A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.



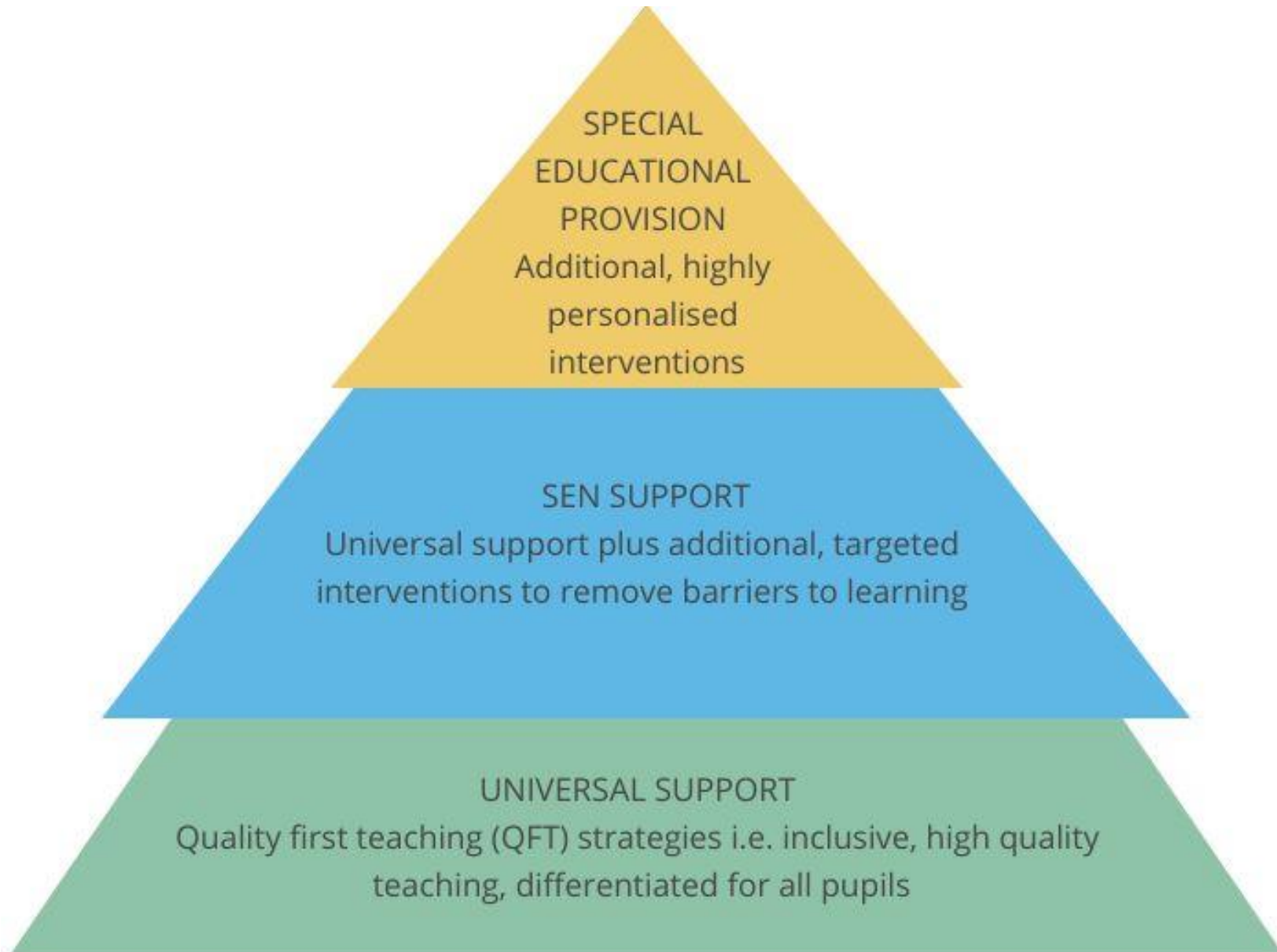


# The Code Of Practice: Categories of Need





# The Code Of Practice





# The Code Of Practice: Quality First Teaching



**Memory supported by demonstration and modelling of memory techniques**

**Always be child centered**

**Instructions given in small chunks with visual cues and repeated**

**Classroom support planned for and used to maximise learning and promote independence**

**Range and variety of groupings within the class**

**Always work in partnership with families, share successes and ask questions**

## My Inclusive Classroom

**Understanding is demonstrated in different ways**

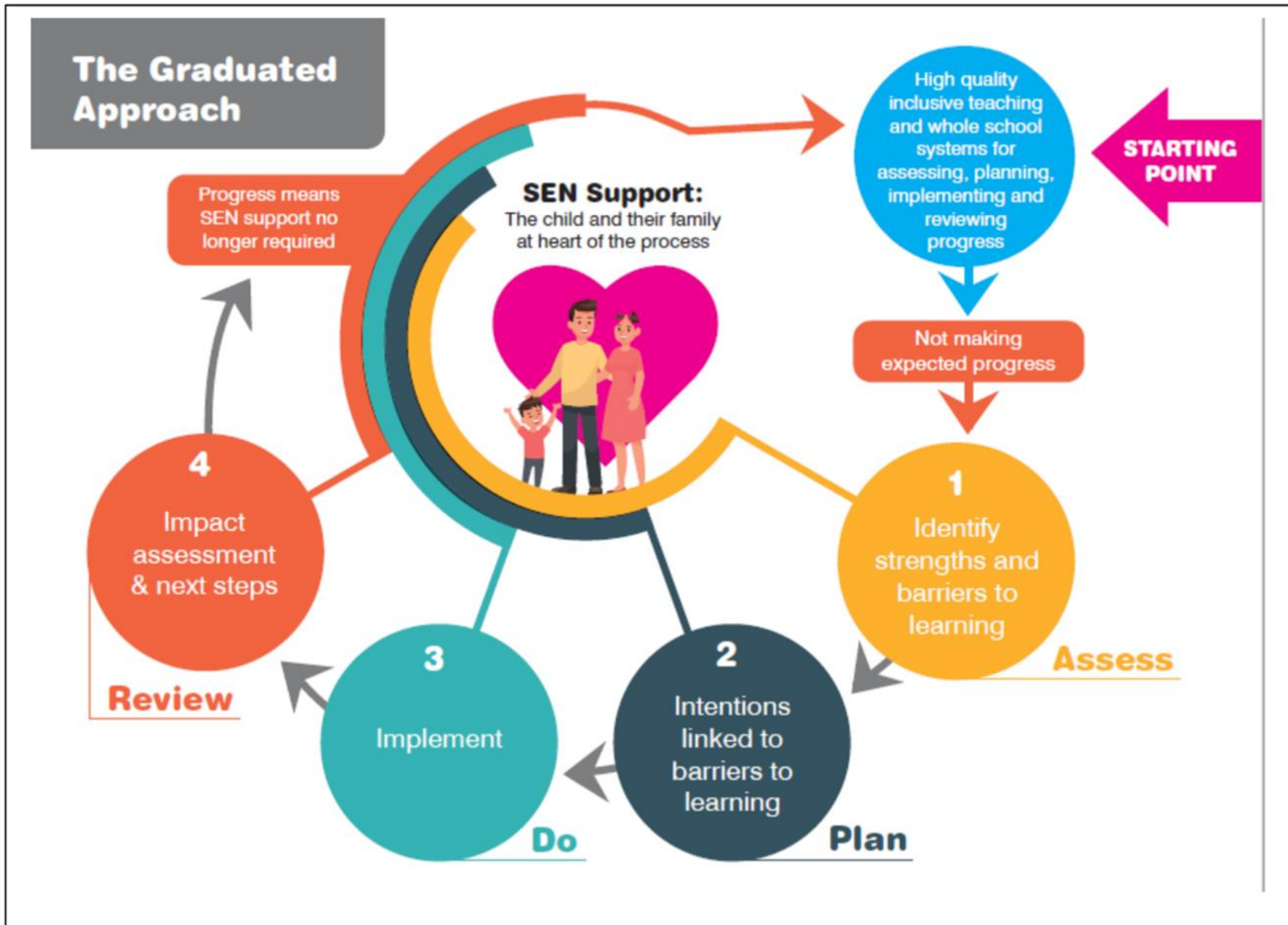
**Classroom well organised and labelled with pictures and symbols**

**Praise is specific and targeted. Transitions are planned according to the child's needs**

**Understanding is checked by asking pupils to explain. Assessments are used to inform next steps**



# The Code Of Practice: Plan Do Review





# The Code Of Practice: EHCP



**You request an EHC needs assessment...**

**By 6 Weeks**  
The LA must tell you if they will or will not be assessing your child

**By 16 Weeks**  
The LA must finish the assessment and tell you if they think your child needs an EHC Plan

**Between 16-20 Weeks**  
The LA will send you a draft EHC Plan. You have 15 days to comment and request a specific school

**By 20 Weeks**  
The LA must complete the final draft of your child's EHC Plan

**Every 12 Months**  
The LA must review your child's EHC Plan



# A Case Study





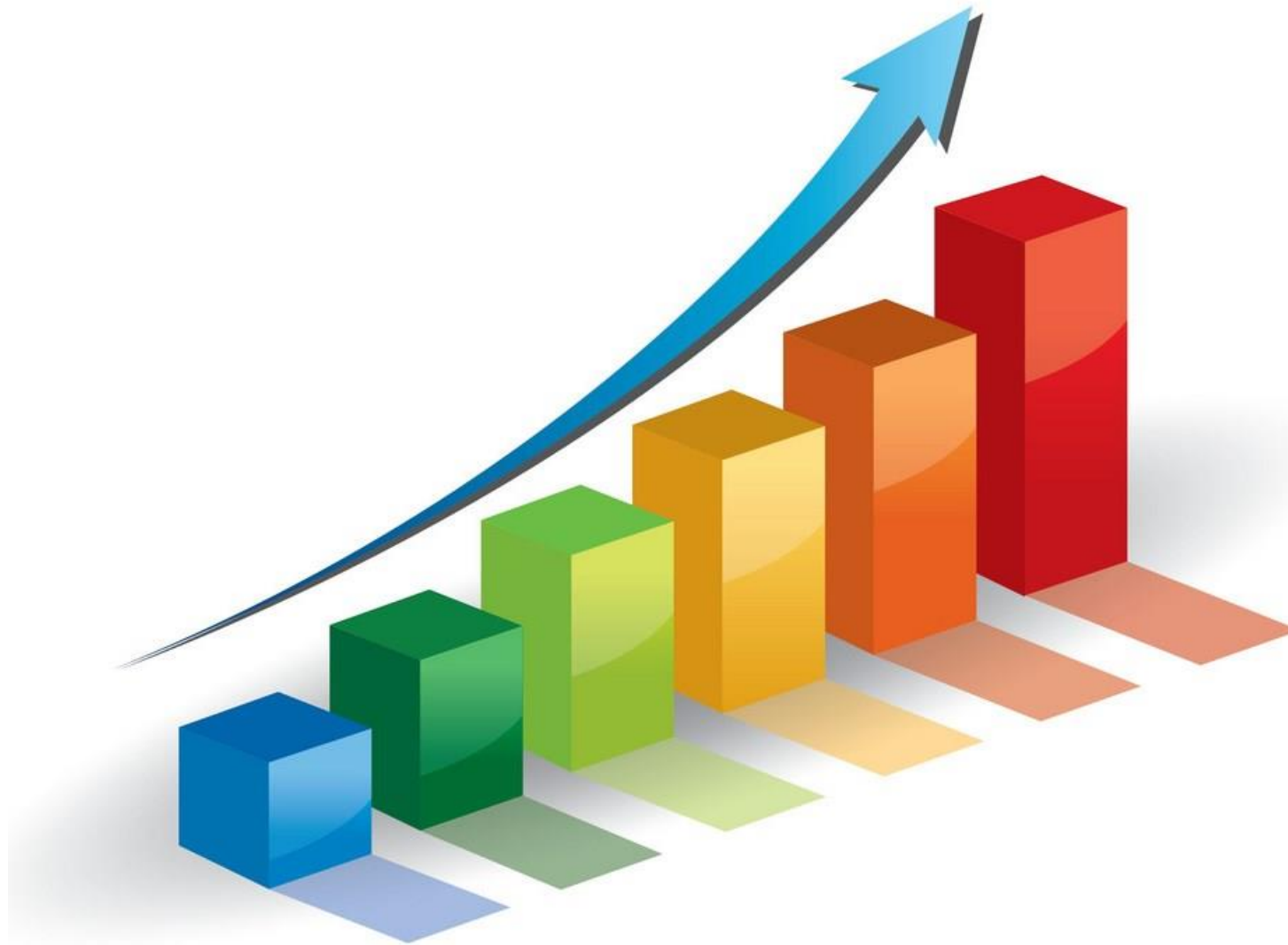
# The Ofsted Framework





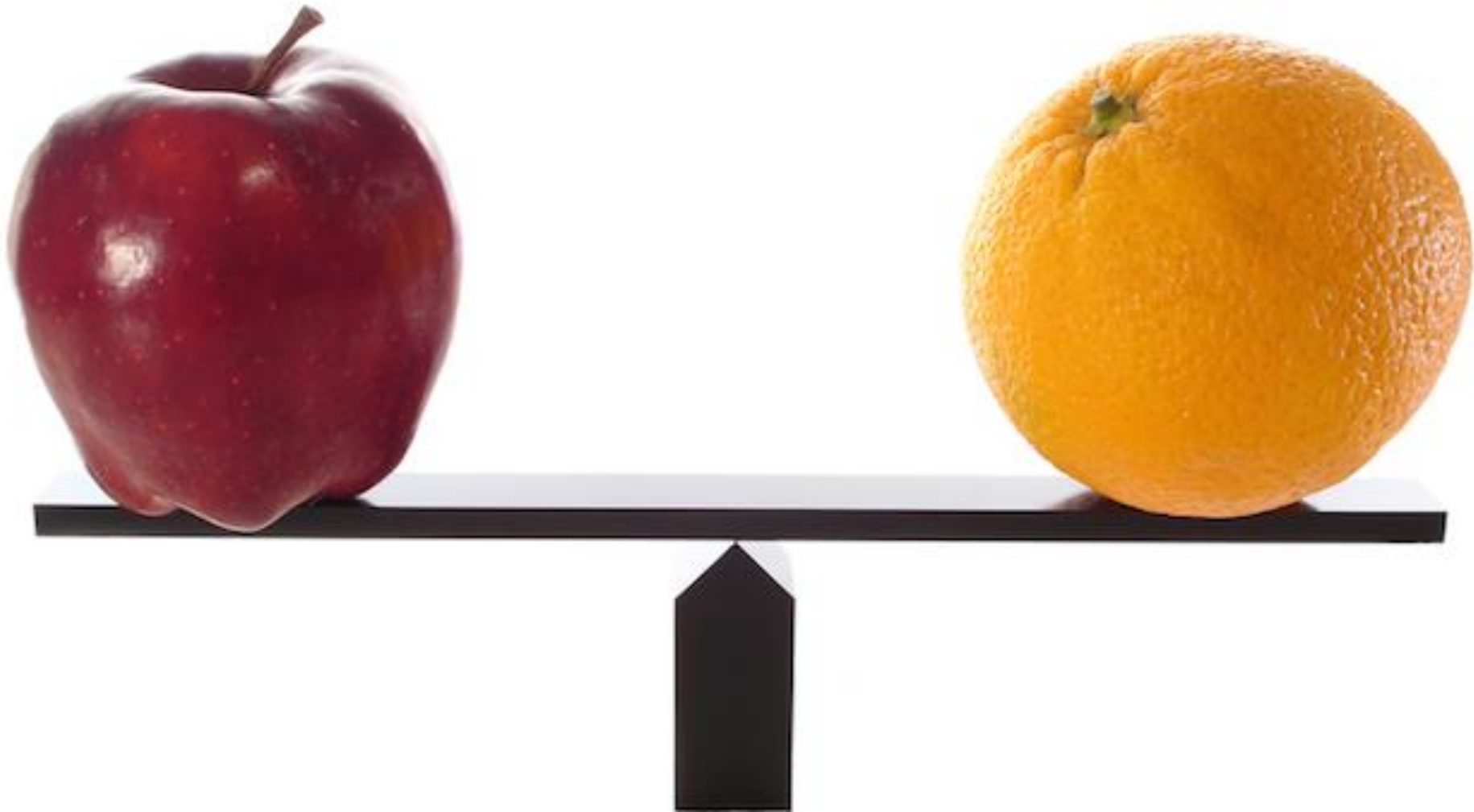


# The Ofsted Framework: Quality of Education



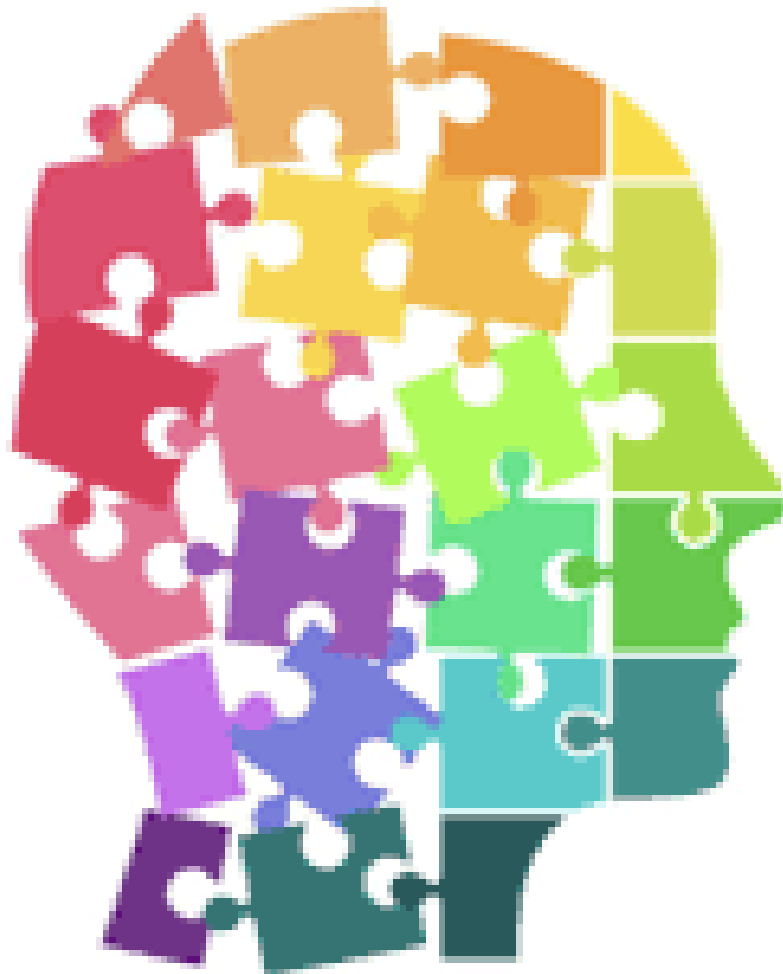


# The Ofsted Framework: Behaviour & Attitudes





# The Ofsted Framework: Personal Development





# The Ofsted Framework; Leadership & Management





# Funding



**Element 1:** Makes provision for every child or young person on roll in an early years setting, school or college.

**Element 2:** Element 2 funding is SEN-specific, and is to provide SEN support for children who need it. This is support that is additional to or different from the support that most other children get. The government has said that a mainstream school or college has up to £6,000 to spend on each child with additional needs from within the school's budget.

**Element 3:** Where a school has children needing very expensive provision which might absorb a lot of the SEN support funding, the school can request additional funding.





## Final Thoughts & Questions

