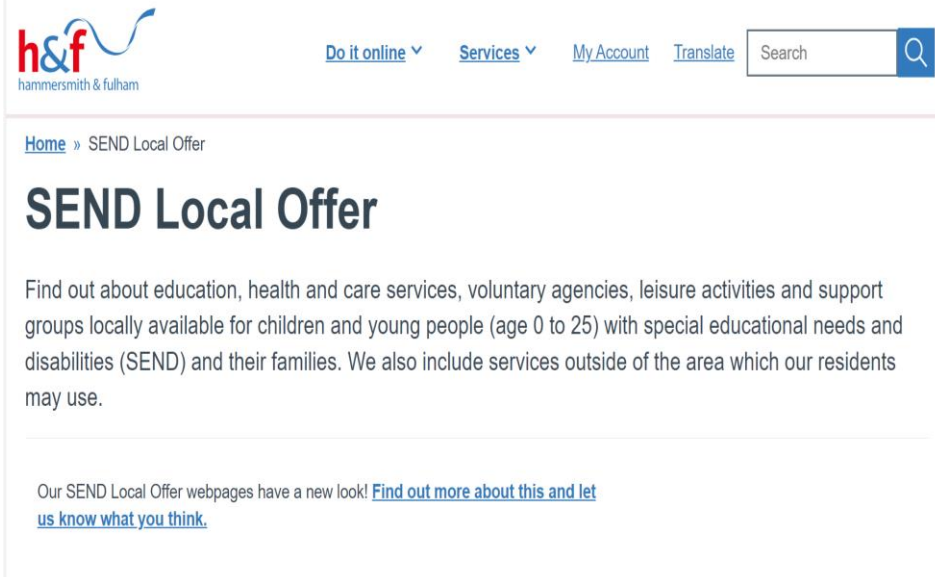
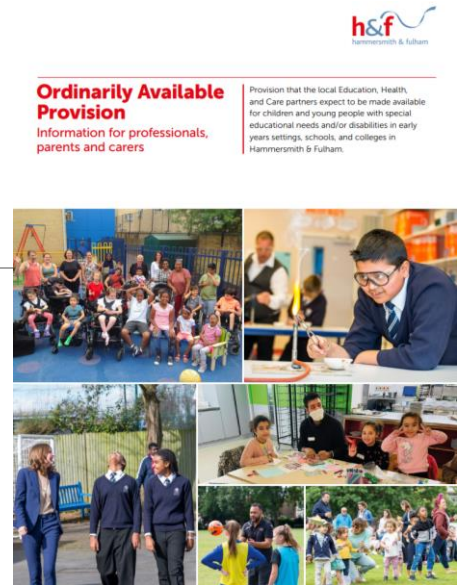


New to Role SENCo

THE SEND CODE OF PRACTICE



The screenshot shows the top navigation bar of the Hammersmith & Fulham website. It includes the h&f logo, a search bar, and links for 'Do it online', 'Services', 'My Account', and 'Translate'. Below the navigation bar, the breadcrumb 'Home » SEND Local Offer' is visible, followed by the main heading 'SEND Local Offer'. The introductory text states: 'Find out about education, health and care services, voluntary agencies, leisure activities and support groups locally available for children and young people (age 0 to 25) with special educational needs and disabilities (SEND) and their families. We also include services outside of the area which our residents may use.' At the bottom of the screenshot, there is a link: 'Our SEND Local Offer webpages have a new look! [Find out more about this and let us know what you think.](#)'



The block contains the 'Ordinarily Available Provision' section. It features the h&f logo at the top right. The text reads: 'Provision that the local Education, Health, and Care partners expect to be made available for children and young people with special educational needs and/or disabilities in early years settings, schools, and colleges in Hammersmith & Fulham.' Below the text is a collage of six images: a group of children in a playground, a man in a suit writing at a desk, a woman and a man in school uniforms walking, a group of children at a table, a man and a woman in a classroom, and a group of children playing outdoors.

Learning objectives

Today, we'll learn ...

1. What the SEND Code of Practice says, and what this means in practice
2. What your responsibilities are under the SEND Code of Practice
3. How to work with **our SENCO / me (your SENCO) [delete as needed]**
4. How we support pupils with SEN in our school

What is the SEND Code of Practice?

- Statutory guidance on the SEND system for children and young people aged 0 to 25
- It covers the responsibilities of schools and local authorities, and the process of supporting pupils with SEND
- It includes **legal requirements** and **guidance** that we must follow unless there's a good reason not to

What do we mean by SEND?

A child has:

SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them

A **learning difficulty or disability** if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, **or**
- Have a disability which prevents or hinders them from making use of facilities provided for others of the same age

What are our responsibilities?

As a **school** we **must** ...

- Identify and address the SEN of our pupils
- Do everything we can to make sure children with SEN get the support they need
- Make sure pupils with SEN engage in school activities alongside other pupils
- Tell parents when we're making special educational provision for their child
- Have a SENCO and a SEND policy



What are your responsibilities?

As a **teacher** ...

- You're responsible for the progress and development of every pupil you teach, including pupils with SEND
- You should be involved in every stage of the '**graduated approach**', with the support of **our SENCO / me (your SENCO) [delete as needed]**
- You should talk to **our SENCO / me (your SENCO) [delete as needed]** if you think that a child in your class might have SEN



Every teacher is a teacher
of SEND

What are my responsibilities as SENCo?

The SENCo is there to help children and they have a legal duty to follow the SEND code of practice. The role of the SENCo involves **making sure all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting their needs.**

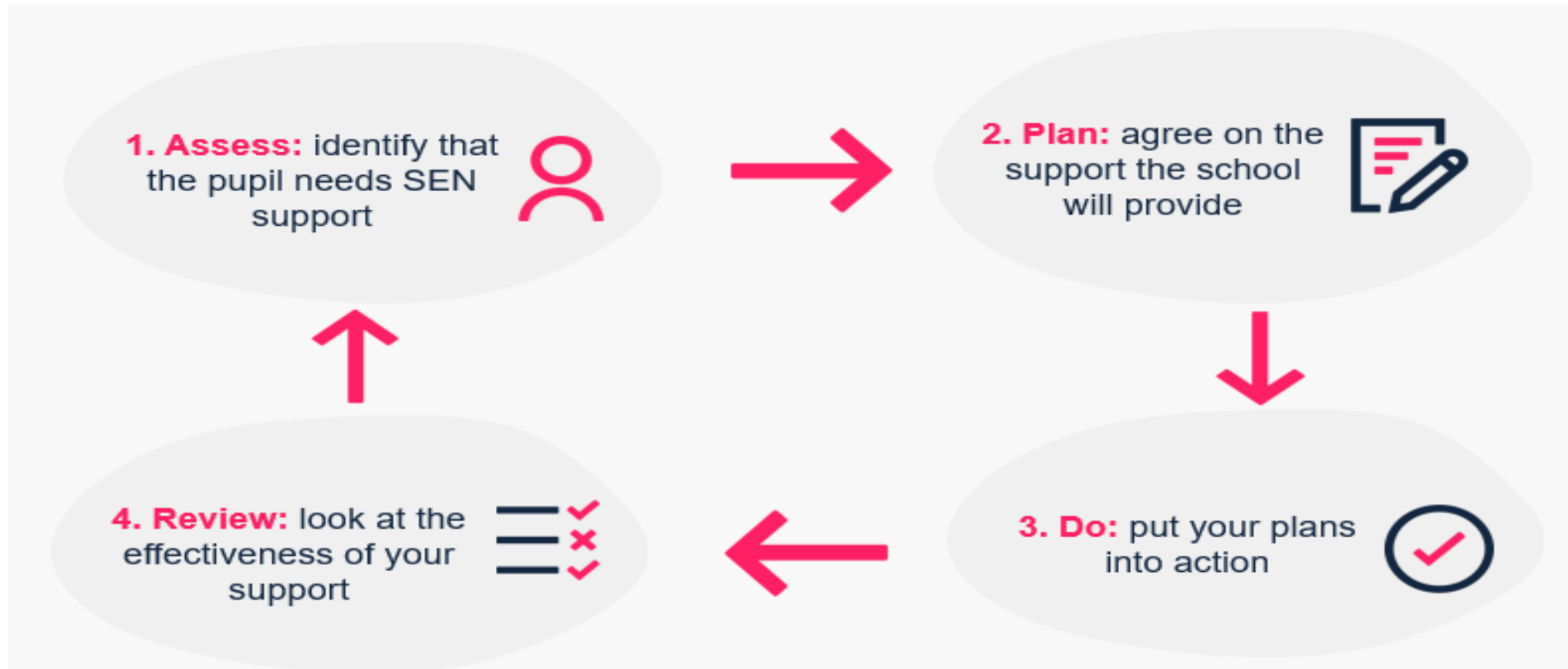
The SENCo and Head Teacher are also responsible for the SEN information, The Schools' SEN Policy and Accessibility Policy.

The SENCo is responsible for placing children who have been identified as SEN on the SEN Register.

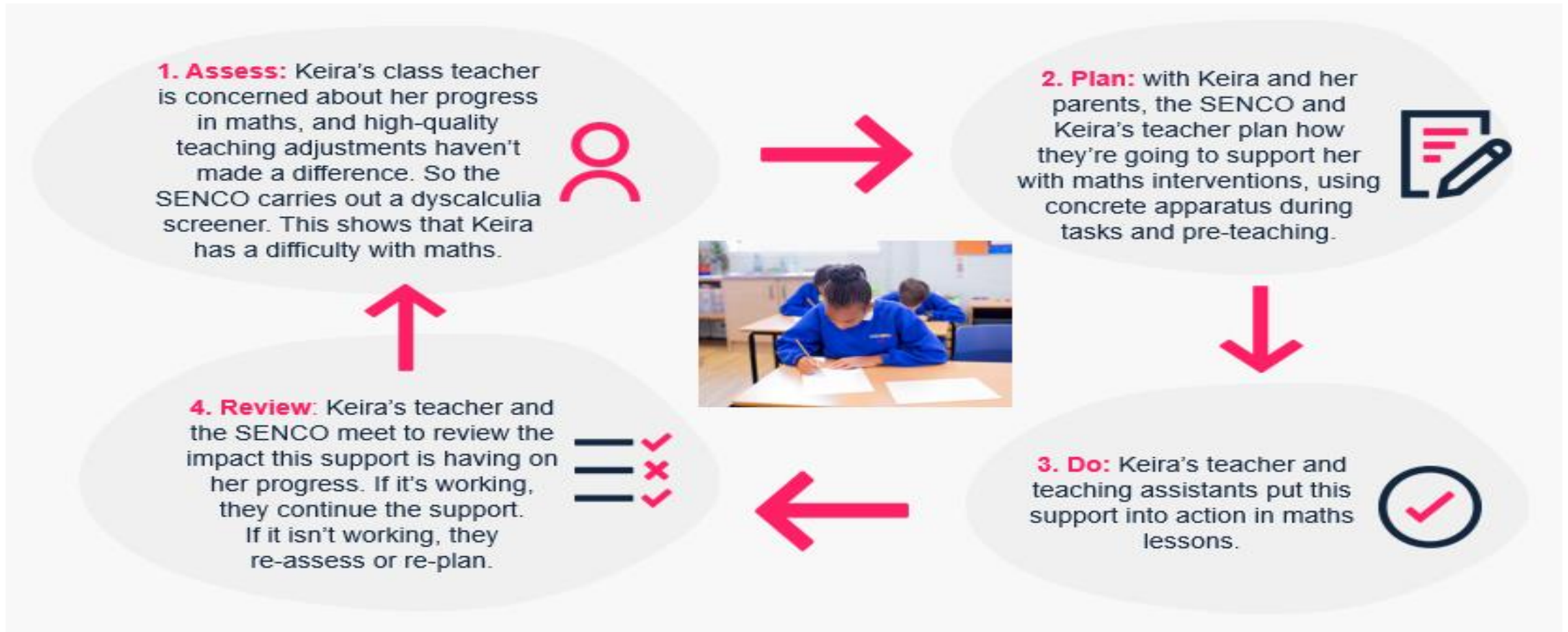
The SENCo is responsible for provision mapping the schools SEN Provisions.

The SENCo is responsible for delivering staff training on all SEND matters.

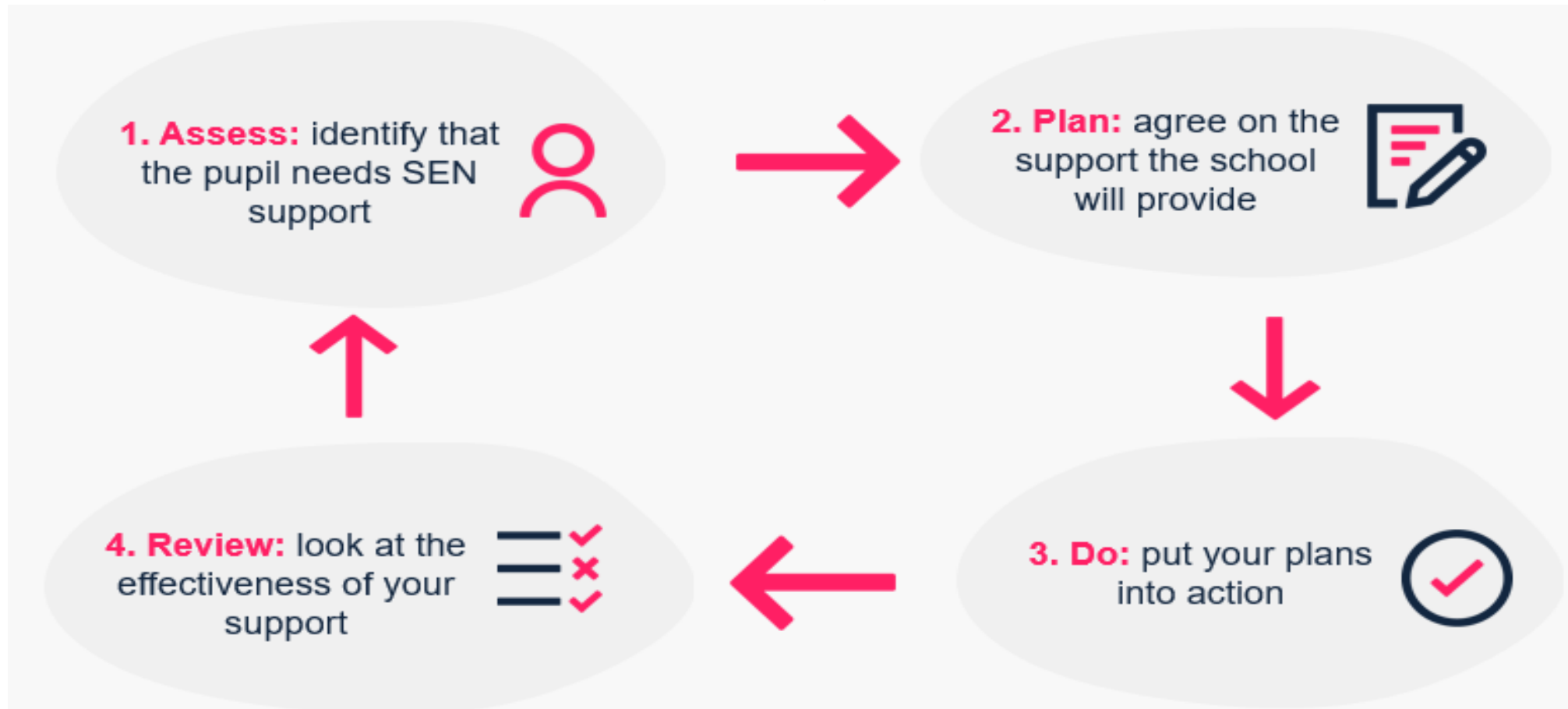
The graduated approach



An example of the graduated approach



Let's discuss: what's your role in this?



The 4 Areas of Need

1. Communication and interaction



Difficulty communicating with others, e.g. autism

2. Cognition and learning



Learning difficulties – can be moderate or severe, and can be specific, e.g. dyslexia

3. Social, mental and emotional health



May display challenging or disruptive behaviour

4. Sensory and/or physical



E.g. vision or hearing impairments

How to work with me (your SENCO)

My name is [add name] and I'm your SENCO
Contact me by [add the best way to contact you, e.g. your email address or where to find you in school]

I'm here to support you with ...

Delivering SEN provision

SEN assessment and support planning

Reviewing the support already in place

Expert advice on SEN



Please talk to me if you have any questions or concerns about SEN



[add a photo of yourself]

SENCO = special educational needs co-ordinator

How we support pupils with SEN

In our school we provide:

- High-quality teaching for all pupils
- Additional adults to support individual pupils with SEN
- Interventions:
 - Give a few examples of the main interventions you run (no need to list them all)
- Resources:
 - Give a few examples of any specific resources you provide (no need to list them all)
- Adaptations:
 - Give a few examples of any specific adaptations you make (no need to list them all)
- Add details of any other significant ways that your school supports pupils with SEN



EHC plans: what they mean for you

Pupils you teach or work with might have an EHC plan.

**EHC = education,
health and care**

- We must follow a pupil's EHC plan
- You should be familiar with the EHC plan(s) for any pupils you teach or work with
- EHC plans are reviewed at least once a year – you might sometimes be asked to attend review meetings

**Not all pupils with SEN or disabilities
need an EHC plan**



**Let's look at an anonymised
example ...**

What would you do if ...

1. You notice that a pupil with SEN is often being taken out of class for interventions and assessments, meaning they're not spending much time in the classroom.

Talk to the SENCO about this. We need to make sure pupils with SEN engage in activities alongside other pupils.

4. You notice that a child who's new to our school has difficulty communicating and interacting with other children.

Talk to the SENCO about your concerns – this isn't necessarily a SEN need, but it could be.

2. A child in your class isn't making the same progress as other pupils.

Don't assume that a pupil making slower progress has SEN. Try differentiation and other forms of support, and if they're still not making progress then talk to the SENCO.

3. You notice that a child you work with isn't getting the support set out in their EHC plan.

Talk to the SENCO about this. There might be lots of reasons this is happening, but it's everyone's responsibility to make sure a pupil is getting the provision set out in their EHC plan.

5. With our SENCO, you've planned to make some special educational provision for a pupil in your class. Who else do you need to talk to?

You should involve the parents, and the pupil themselves.

Key takeaways

Remember ...

- We're all responsible for making sure pupils with SEND get the support they need
- As your SENCO, I'm... / Our SENCO is... [delete as needed] here to support you with delivering SEND support
- Talk to our SENCO / me if you have any questions or concerns about SEND

Now, let's complete a quick quiz to check our understanding.

Quiz Questions 1-5

1. Why must we follow the SEND Code of Practice?
 - Ofsted will check if we're following it
 - It contains legal requirements and statutory guidance
 - Parents might complain if we aren't following it

 2. Who should you go to if you have any questions or concerns about SEND?
 - A teacher
 - Our SENCO
 - Our headteacher
 - A teaching assistant

 3. Which of these is **not** our responsibility **as a school**?
 - Telling parents when we're making special educational provision for their child
 - Identifying and supporting the SEND needs of our pupils
 - Making sure every pupil with SEN has an EHC plan

 4. Which of these **is** the responsibility of **teachers** in our school?
 - The progress and development of every pupil at our school, including pupils with SEND
 - **The progress and development of every pupil they teach, including pupils with SEND**
 - **Carrying out SEN assessments**

 5. Who is our SENCO?
-

Quiz Questions 6-10

6. What is our SENCO here to support you with? Select all that apply.

- Delivering SEN provision
- Teaching pupils with SEN
- SEN assessment and support planning
- Reviewing the support already in place
- Expert advice on SEN

7. If a child displays challenging or disruptive behaviour, which area of need are they likely to fall into?

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

8. What does EHCP stand for?

- Education, health and caretaking provision
- Enhanced health and care plan
- Education, health and care plan

9. Who should be involved if you're planning to make special education provision for a pupil? Select all that apply.

- The pupil's parents or carers
- The pupil
- The pupil's siblings
- Our SENCO
- Our headteacher

10. What are the 4 stages of the 'graduated approach'?

- 1. Diagnose, 2. Review, 3. Plan, 4. Do
- 1. Assess, 2. Plan, 3. Do, 4. Review
- 1. Identify, 2. Assess, 3. Plan, 4. Review

Quiz Answers

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Sources

SEND Code of Practice

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

SEND Code of Practice: a summary, The Key Leaders,

<https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/the-sen-code-of-practice-a-summary/>

Special educational needs in England (academic year 2021/22),

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Proposed Topics to be covered on your induction to this role- this is a supportive group- We can change this if you feel you'd rather look at something else.

Dates of Meeting	Topics to be Covered
28 th and 30 th November 2023	SEND and Ofsted
5 th and 7 th December 2023	The Role of a SENCo
12 th and 14 th December 2023	SEND Code of Practice
9 th and 11 th January 2024	EHCNA Guidance
16 th and 18 th January 2024	SEND Law
23 rd and 25 th January 2024	The Graduated Response
30 th January and 1 st February 2024	Managing Workload
6 th and 8 th February 2024	H&F OAP Document
13 th and 15 th February 2024	Provision Map
27 th and 29 th February 2024	The role of SENCo- in practice- Working with others
5 th and 7 th March 2024	Matching policy to practice