

Wednesday 18<sup>th</sup> March 2015

## Changes to the SEN code of practice

Dear Parents/Carers,

In September the new SEN Code of Practice came into place. A copy of this can be found on the following website-

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014.

These are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- There is a clearer focus on the participation of children and parents in decision-making at individual levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities. The local offer for our area can be found at [www.connecttosupport.org/hulllocaloffer](http://www.connecttosupport.org/hulllocaloffer).
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements.

Classroom teachers are at the heart of the new SEN Support system, driving the pupil's progress forward.

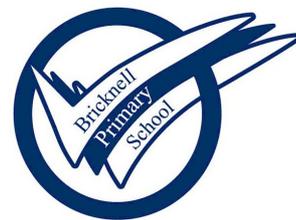
Your child's teacher will:

**Ensure early identification of pupils not making expected progress**

# Bricknell Primary School



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Chair of Governors: Michele Colthup  
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**Be responsible for meeting special educational needs:** Using the tools, including the information passport to implement appropriate in class intervention strategies which support the identified concerns regarding the child's learning needs.

**Focus on outcomes for the child:** Be clear about the outcome wanted from any additional support.

**Have high aspirations for every pupil:** Set clear progress targets for pupils and be clear about how resources are going to help them.

**Involve parents and pupils in the planning and reviewing progress:** Seek their views and provide regular informal updates on progress.

The class teacher will give you a copy of your child's 'Passport to Learning', this was done in collaboration with their previous class teacher and SENCO (Hannah Porter) and replaced Individual Education Plans.

You will also be informed of any support your child is or has been receiving.

In the summer term, your child's class teacher will arrange a meeting to update you on your child's progress. During this meeting, you will work together with the teacher to produce a new pen portrait. Your child will also be part of this process. This pen portrait will be the information that will go forward, with your child, as they continue their journey through school.

If you are concerned about your child's progress or you have any questions about the new Code of Practice, please do not hesitate to contact me. The best way to do this is by contacting me on the email below.

Email: [hporter@bricknell.hull.sch.uk](mailto:hporter@bricknell.hull.sch.uk)

Yours Sincerely,

Hannah Porter (SENCO)

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