

SEND Reform and its impact on our practice

September 2014

Key changes to the Code of Practice:

•Removal of the categories SA and SA+. Statements to be replaced by EHC Plans.

- Family Centred system**- Young people and Parents must be partners in shaping processes and implementing support.
- Education, Health and Care agencies must be collaborative.
- The local offer- This provides information to young people (0-25) and parents about the provisions and resources available in our local area.
<http://www.connecttosupport.org/hulllocaloffer>

The reform vision: Wider reform

SEND reforms are a vital part of the wider educational reform to ensure all children and young people have access to high quality teaching and equal opportunities regardless of background or circumstance.

Enabling pupils with SEN to access the curriculum by understanding their needs and adapting teaching approaches.

National Curriculum

Identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

Assessment

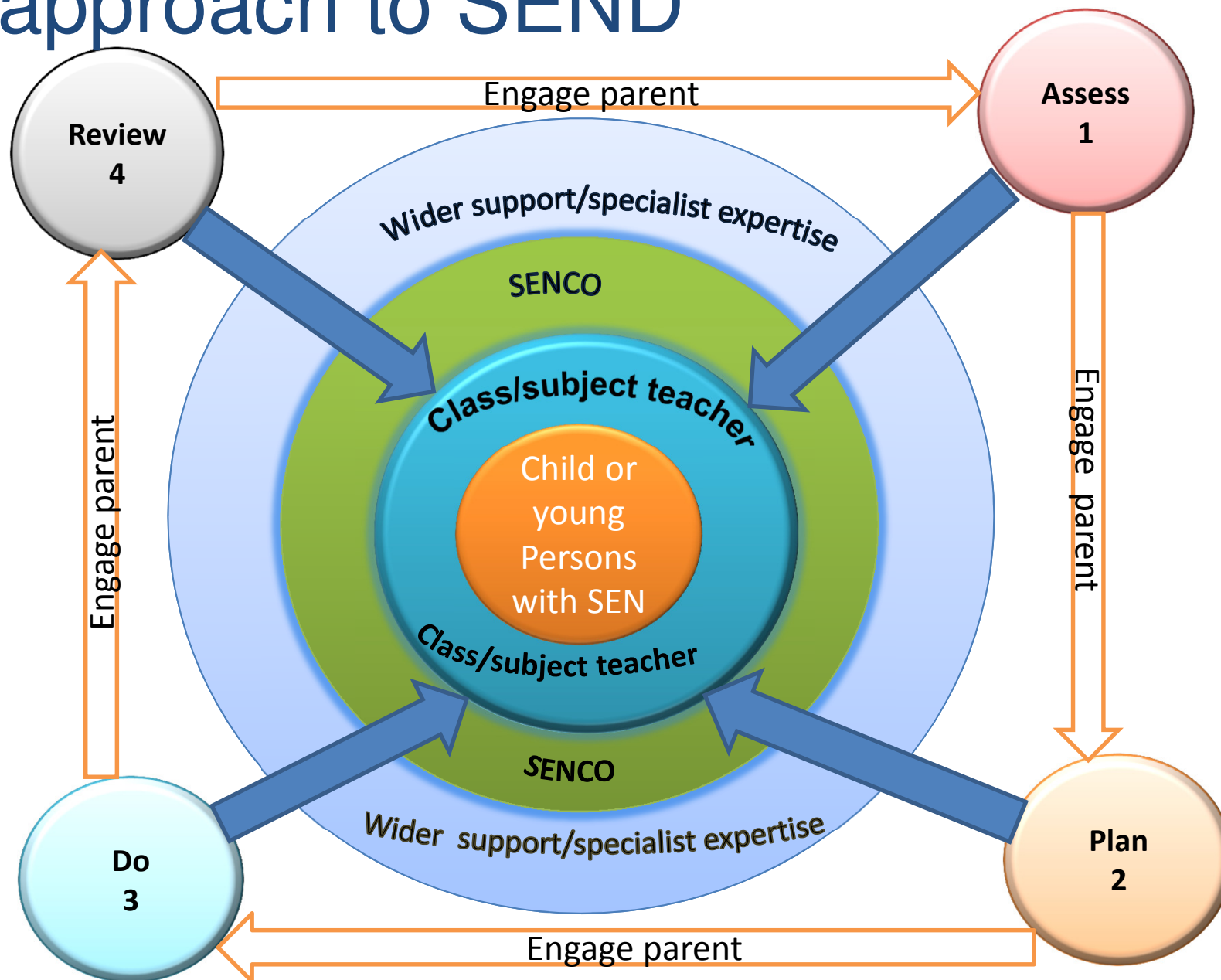
Standards of teaching for pupils with SEN and progress made by pupils should be considered as part of the school's appraisal arrangements.

New teachers' pay arrangements

Clear focus on the progress of all pupils – SEN support crucial to school performance.

New floor standards

The reform vision: A whole school approach to SEND



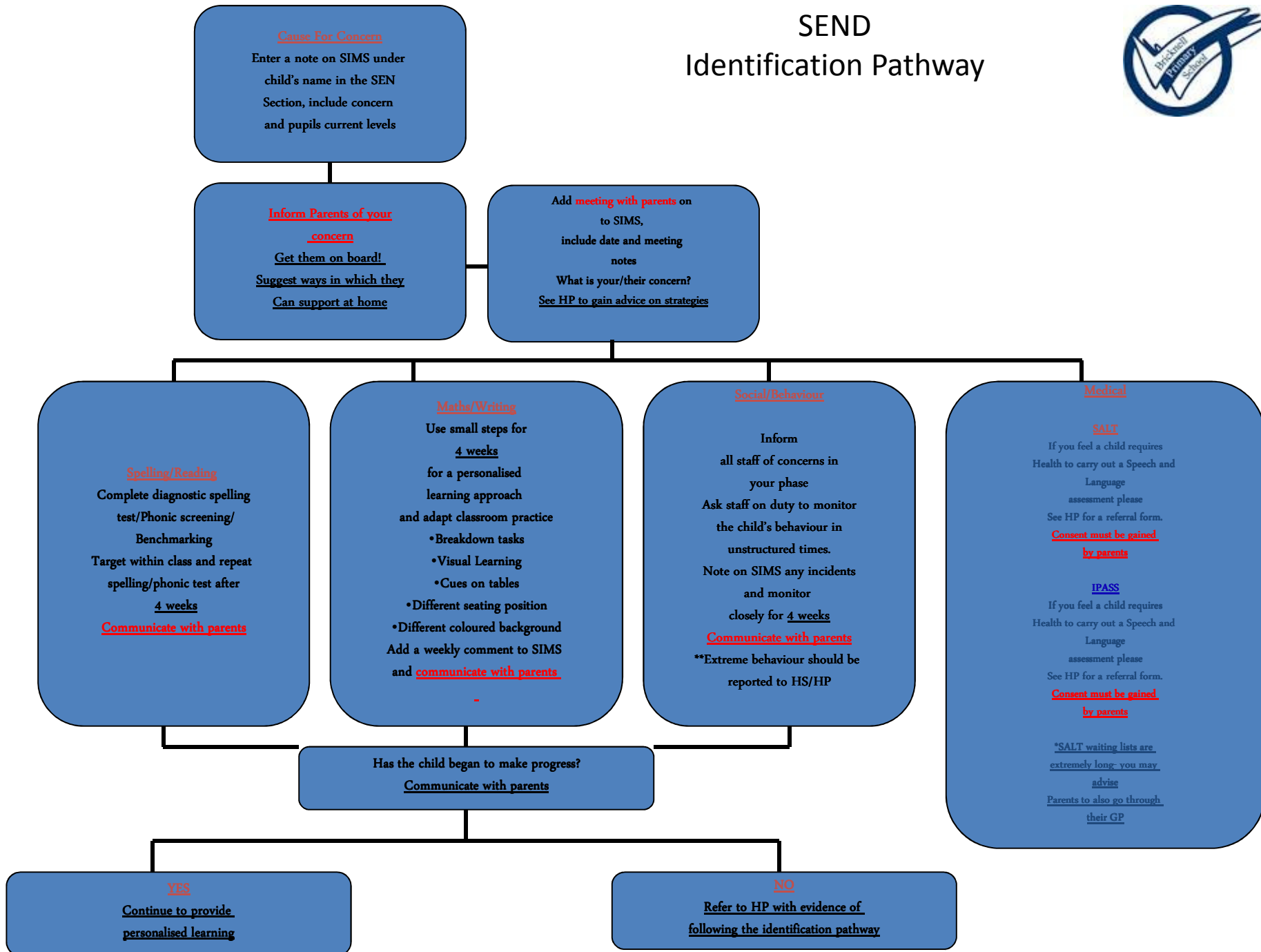
What the reforms mean for classroom teachers

Classroom teachers are at the heart of the new SEN Support system, driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENCO and specialist staff.

The classroom teacher should:

- **Ensure early identification of pupils not making expected progress**
- **Be responsible for meeting special educational needs:** Use the tools, including the identification pathway 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 pupils:** Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- **Involve parents and pupils in planning and reviewing progress:** Seek their views and provide regular updates on progress (Identification Pathway)

SEND Identification Pathway



SIMS Training

SEN