SEND code of Practice 0-25, 2014

Training for Practitioners in Early Years Settings
Introduction

- Guidance on duties, policies & procedures
- Relates to children with SEN & Disabilities (SEND)
- Various bodies must have regard to the Code
- Various changes since CoP 2001
- Implemented 1st September 2014
- Definitions:
  - xiii. Definition of SEN
  - xiv. Learning difficulty or disability
  - xvi. Definition of SEN in a child under compulsory school age
Activity 1
Code of Practice Definitions
Equality Act 2010

• Many children with SEN may have a disability under the Equality Act 2010
• The Equality Act sets out the duties early years providers & local authorities have towards disabled children
• All providers must make ‘reasonable adjustments’
Activity 2
Reasonable Adjustments
Key Principles

- Promoting participation
- Identifying needs
- Greater choice
- Discrimination protection
- Successful transition to adulthood
- Inclusive practice
- High quality provision
- EHC Collaboration

Code of Practice
Information, advice & support

• Extensive duties on local authorities to provide information and advice

• Effectiveness of information should be reviewed and published

• Support may take various different forms
The Joint Commissioning Cycle

- Establish partnerships: across education, health and care and with parent groups, children and young people
- Joint review to improve service offer
- Improved outcomes for 0-25 year olds with SEN or disability, including those with EHC plans.
- Joint planning
- Joint understanding
- Joint delivery
Working Together

Joint Strategic Needs Assessment/Joint Health and Wellbeing Strategy

Joint commissioning

Local offer

EHC Plan

Individual plans should inform the ISWA process.
Local Offer

New statutory duties on Local Authorities to develop and publish their Local Offer setting out the support they expect to be available to local children.

• The Local Offer has 2 key purposes:
  • To provide clear, comprehensive, accessible and up-to-date information about the available provision & how to access it
  • To make provision more responsive to local needs and aspirations by involving children with SEND, their parents & service providers, in its development and review
Principles of the Local Offer

The Local Offer should be:

- Collaborative
- Accessible
- Comprehensive
- Up-to-date
- Transparent
What’s to be included?

The Local Offer must include details of the provision from:

- Education
- Health
- Social Care

It should cover the support available to children from:

- Universal services
- Targeted services
- Specialist services
Activity 3
Local Offer
Early years providers

• There is an expectation on all providers to meet the needs of and report on children with SEND
• Importance of early identification
• Extensive additional duties on maintained nurseries
• All children are entitled to an education that enables them to:
  • Achieve the best possible educational and other outcomes
  • Become confident with an increasing ability to communicate their own wishes and make the transition to compulsory education
SEN in the Early Years

• Funded early education for 2-, 3-, and 4-year olds
• Equality Act 2010
• Medical conditions
• ‘Early years outcomes’
Birth to 2 – Early identification

- Support can take a number of forms:
  - Specialist support
  - Training for parents
  - Home based programmes
- 2-year old free entitlement
Early Years Provision

- Ongoing assessment process
- Assessing against the 7 EYFS areas of learning
- Two specific points for providing written assessments:
  - Progress check at age 2
  - The EYFS Profile
The Progress Check at Age 2

- 3 broad areas
- Must identify strengths and areas of need
- Significant emerging concerns?
- Healthy Child Programme
- Integrated review
The EYFS Profile

• Completed in the final term of the year they turn 5

“In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years” – Code of Practice 2014
Identifying Need

• Children’s SEN are thought of under four broad areas:
  – Communication and interaction
  – Cognition and learning
  – Social, emotional and mental health
  – Sensory and/or physical functioning
• A multi-agency approach
• English as an additional language does not constitute SEN
Activity 4
SEN Descriptors
Special Educational Provision

• Special educational provision should take into account a child’s strengths and needs and should address them through:
  – Well-evidenced interventions
  – Specialist equipment and software
  – A family centred approach
  – Individualised support
A Graduated Approach

1. Plan
2. Do
3. Assess
4. Review
Other Key Information

- Transition
- The role of the SENCO
- Involving Specialists
- Keeping provision under review
Purpose of an EHC plan is to identify:
• The child & parent’s views, interests and aspirations
• Provide a full description of the child’s SEN
• Establish outcomes across education, health and social care
• Specify the provision required
Key Principles of EHC Plans

- Involving children & parents – Person Centred Planning
- Support for children & parents
- Co-ordination
- Sharing information
- Timely provision of services
- Cross agency working
- Looked after children
Timescales for EHC

- Must take no more than 20 weeks:
  - 6 weeks - Response to request
  - 6 weeks – Professionals to respond to request for information
  - 16 weeks - Decision not to assess, notify parents
  - Parents (and where appropriate children) should be given 15 calendar days to consider and provide views on the draft EHC plan

- Statutory timescales diagram – page 154 of the SEND code of practice 0-25
Requesting an EHC Plan

- Decision to assess
- Advice and Information
- Deciding whether to issue an EHC plan
- Decision not to issue an EHC plan
- Transparent and consistent decision making
- Content of EHC plans

- [www.northamptonshire.gov.uk](http://www.northamptonshire.gov.uk) and search for SEN or EHC for further information
Writing an EHC Plan

- Content of EHC plans
- Outcomes
- Agreeing provision
- The draft EHC plan
- Personal budgets
- Finalising and maintaining the EHC Plan
- Reviewing an EHC plan

- Follow Link [www.northamptonshire.gov.uk](http://www.northamptonshire.gov.uk) and search for SEN or EHC for more details and an example
Specific Age Ranges

- All children under compulsory school age
- Children aged under 2
- Children aged 2 to 5
- Reviews of EHC plans for children aged 0 to 5
- Transfer between phases of education
Other key information

- Reassessments of EHC plans
- Amending a plan
- Ceasing a plan
- Disclosure of an EHC plan
Children in Specific Circumstances

- This includes children with SEN and:
  - Are Looked after
  - Have social care needs
  - Who are educated out of area
  - Who are educated at home
  - Who are in alternative provision
  - Are in hospital
  - The children of service personnel
Resolving Disagreements

- Key principles:
  - Person centred approach
  - Open communication
  - Information & support for parents
  - Clear disagreement resolution and mediation procedures

- Avenues for complaints and redress
Cascading training

• Personalise it to your setting and the audience

• Use parts of the power point/training materials and adapt as appropriate

• Use the activities to suit your own setting

• Consider joining as a cluster

• Use as part of induction for all new staff
Useful links to information:

- [www.Northamptonshire.gov.uk](http://www.Northamptonshire.gov.uk) and search for SEN or EHC

SEND: Code of practice 0-25  July 2014

Early Years: guide to the 0-25 SEND code of practice

Local offer
- [www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer)
• NASEN provides an SEN Gateway that enables access to a broad range of materials and support services across the range of SEN (www.sendgateway.org.uk)
• Early Support provides a range of information materials to families and professionals www.ncb.org.uk/earlysupport
• The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk)

• The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk)
• The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.thedyslexia-spldtrust.org.uk)

• The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)

• MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.