



## **SEN CODE OF PRACTICE**

The new Special Educational Needs Code of Practice came into effect on the 1<sup>st</sup> January 2002. Local Education Authorities, schools and early education settings have a duty to take regard of this code when fulfilling their statutory duties towards children with special educational needs. The code provides guidance in making effective decisions but it does not, and could not tell them what to do in each individual case.

The Code of Practice builds on existing good practice and recognises that:

- Pupils with SEN should have all their needs met
- Pupils should normally have their needs met within mainstream schools and Early Years settings
- The views of the child should always be sought and taken into account
- Parents have a vital role to play
- Pupils with SEN should have full access to a broad and balanced curriculum

LEAs must support pupils with SEN through School Action and School Action Plus. At school action the school will meet the child's needs through the resources it has available. For School Action Plus the school will receive the help of outside agencies to meet the child's needs.

If the New Code of Practice is effective it will mean that a child's special needs are identified quickly and that the needs are met in a mainstream school. Parent's and Pupil's views will be taken into account and where there are disagreements they will be resolved locally. The need for Statements of Special Educational Needs will be reduced but where the need remains they will be produced quickly using the evidence which is already available.

Many special needs schools will change. Children may well attend these schools for a short period of time and then be supported by specialist teachers back in mainstream school.

In summary the code gives greater emphasis on:

- Mainstream inclusion
- Strengthening Parent Partnership Services
- Parental access to independent mediation and dispute resolution
- Early identification and intervention of SEN
- Listening to parents and children
- Clarity and specificity in statements of SEN
- Meeting timescales for statutory processes
- Monitoring and review of SEN provision
- Clear information and publication for parents and pupils

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