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এই প্রচারপত্রটির কপি ব্রেইল, অডিও ক্যাসেটে বা অন্য কোন ভাষায় পেতে চাইলে দয়া করে আমাদের নিকট অনুরোধ জানান।

آڈیو کیسٹ پر یا کسی مختلف زبان میں درکار ہو تو برائے کرم ہم سے درخواست کریں۔

اگر آپ کو اس کتابچے کی نقل بریل یعنی نابینا لوگوں کی الفاظ کو چھو کر پڑھنے کی زبان میں

请向我们索取本小册的其他版本，包括盲文、录音带或另一种语言的译本。

Mangyaring hingin kami para sa mga kopya ng polyetong ito sa Braille, sa audio cassette o sa ibang wika.



## Information about Special Educational Needs

**Confidential Advice Line Link (CALL):** Phone: ☎ 01223 699214  
10am - 12noon and 2pm - 4pm  
Monday to Friday, Term Time only  
E-mail: ✉ [pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk)

**Training, newsletters and website:**  
Phone: ☎ 01223 699211  
E-mail: ✉ [ppsadmin@cambridgeshire.gov.uk](mailto:ppsadmin@cambridgeshire.gov.uk)  
Website: 🌐 [www.cambridgeshire.gov.uk/pps](http://www.cambridgeshire.gov.uk/pps)

## The Special Educational Needs Code of Practice

The Code of Practice is a national guide for schools and local authorities about the practical help they should give to children with special educational needs. It recommends that schools, working with parents, should identify and take action to meet children's needs as early as possible. The law says that all schools must **'have regard'** to the Code of Practice. This means that when schools decide how they should support children with special educational needs, they should always consider what the code says.

The code gives guidance to schools but it does not tell them what they must do in every case. Teachers are skilled professionals who can decide the best way to help your child, but, whatever they do, they must not ignore the Code of Practice.

## The SENCo (sometimes known as the Learning Support Co-ordinator) should be responsible for:

- the day-to-day running of the school's special educational needs (SEN) policy
- working with and advising fellow teachers
- co-ordinating education for children with SEN
- maintaining records on all pupils with SEN
- working with parents of children with SEN
- contributing to the in-service training of staff
- working with outside agencies, including the local authority's support services; educational psychologists; medical and social care, and voluntary organisations
- managing learning support assistants and in secondary schools, the SEN team of teachers.

- The arrangements for co-ordinating education for pupils with SEN.
- Admission arrangements.
- Any SEN specialist area and any special units.
- Any special facilities which increase or assist access to the school by pupils with SEN.

## The Special Educational Needs Co-ordinator

‘The SEN Co-ordinator (SENCo), in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of pupils with SEN.’

**SEN Code of Practice 5:30**

The Code of Practice says that each mainstream school must name a member of staff as the Special Educational Needs Co-ordinator (SENCo). Since September 2008 the SENCo must be a qualified teacher or training to be and likely to qualify by 1 September 2011.

## What are Special Educational Needs (SEN)?

‘Children have special educational needs if they have a **learning difficulty** which calls for **special educational provision** to be made for them.’

SEN Code of Practice 1:3

Children have a **learning difficulty** if they:

- a. have significantly greater difficulty in learning than most children of the same age
- or
- b. have a disability which prevents or hinders them from using educational facilities which are generally provided for children of the same age in schools within the area of the local authority
- and
- c. are under compulsory school age and fall within the definition in a or b above or would do so if special educational provision was not made for them.

Children must not be treated as having a learning difficulty just because the language or form of language they use at home is different from the language in which they will be taught.

**Special educational provision** means the following.

- a For children of two or over - educational provision which adds to, or is different from, the educational provision made generally for children of their age in schools maintained by the local authority. This does not apply to special schools in the area.
- b For children under two - educational provision of any kind.

See section 312, Education Act 1996  
**(SEN Code of Practice 1:3)**

For example, a child may have:

- difficulties with reading, writing, number work or understanding;
- emotional or behavioural problems;
- a learning disability;
- a problem with sight, hearing or speech;
- a physical disability; or
- problems with relationships with other children or adults.

Many children have difficulties in some areas of school work, or make slow progress at some time in their school life. This does not necessarily mean they have a special educational need. Often a teacher can help a child overcome difficulties by using different ways of working and giving them support.

If a child continues to have difficulties and does not make enough progress, their teachers may decide they have a special educational need. As a result, they will need a greater level of help.

Please contact the **Parent Partnership Service** for more information about special educational needs.

## **Schools' policies for special educational needs (SEN)**

**The SEN policy for each school should contain the following.**

### **Basic information about the school's arrangements for SEN**

- The aims of the school's SEN policy.
- The name of the school's special educational needs co-ordinator (SENCo) or teacher who is responsible for the day-to-day running of the SEN policy.