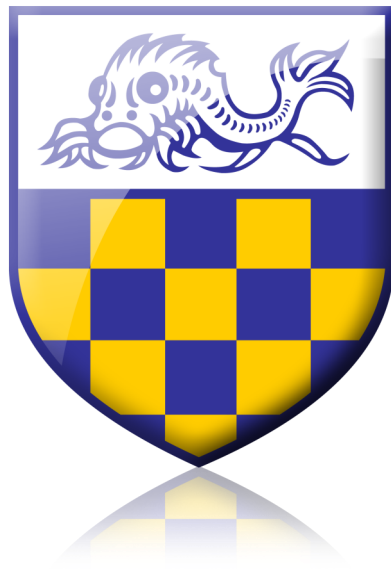


***Please read this information leaflet carefully- it contains important information that directly affects your child.***



**SEN(D) Terminology is changing....**

***But Longhill's care and support for our young people is not.***

***You may be aware that since September 2014 there has been a new Code of Practice with regard to Special Educational Needs and Disabilities (SEND). This document is now law and Local Authorities all across the country are changing how they work, in order to meet the new requirements. Obviously this affects Brighton and Hove. This means it also affects Longhill.***

### **Why Change?**

The previous Code of Practice for Special Educational Needs (CoP) was last revised 2001. Since then, superb steps forward in Inclusion have occurred nationally. It is an excellent time now to re-evaluate and build on this, recognising things have moved on. There are still many more steps to take as educational and social climates change too.

It has been suggested by national experts that there was a need for change as under the old system:-

- a) Family voice was 'lost' with decisions being made *about* young people rather than *with* them.
- b) There was no extension to support beyond 16 and with the education leaving age being raised to 18, this needed to happen with new duties on colleges to support those with continuing needs.
- c) Not all wider agencies are fully involved at a statutory level, in particular Health and Social Care

### **What are the main changes?**

#### ***Key Change 1- More Involvement of children and families-***

Across the UK many families have felt they need to 'battle' to get provision in place for their child. The new CoP takes steps to increase the duty on all agencies to have active involvement with families who meet their criteria. Although this is expected, this is a change of culture and will take time.

There is also a very important new legal change of terminology that those of you with older children will need to be particularly aware of. The CoP makes reference at times to 'children' and at others to 'young people'. This now has a legal distinction. In law, students are classed as a child until they reach 16. Once they reach their 16<sup>th</sup> birthday (which for some will happen during the critical time of Year 11) they are legally classed as a 'young person' from 16-25. This is an important distinction and is legally binding according to different aspects of the act. For example, all 'young people's' wishes override those of their parents when it comes to choosing future school and care settings, this also extends to their decisions to continue or cease their Statements of SEN(D) or EHCP's.

#### ***Key Change 2- New Terminology***

All current names for categories of SEN have changed. Statements tended to be 'for' a specific need such as ASC or dyslexia. Whilst children will still be diagnosed with things like SpLD, MLD, VI etc the category will no longer define their SEND or their provision

The 'old' definitions were felt to be too restrictive plus, when a student was Statemented, only certain 'named needs' attracted specific high level financial support. Provision and support should link to the breadth and depth of a need's *impact*, rather than its name. It is important this changes.

Statements will be changed between now and 2018 into EHCP's (Education, Health & Care Plans). This will be done in phases with 'transition aged children' first (Yr 6 into 7, Yr 11 into college, Yr 9 into Yr 10 etc)

For all other young people who were on the SEN(D) Register at school there are changes too. SA and SA+ no longer exist. Please be reassured this should not mean your child's current support package has to change- although for some where there has been progress, it might.

**The Department for Education has removed SA and SA+ and instead replaced this with a single category of special needs, known as 'Special Needs Support' and shown on school SIMS systems as 'K'. This means if you used to log in to the portal and saw SA+ on your child's record, you will not see that any more, instead there will be the letter K.**

There will also be some changes to the way your child's *named need* is recorded on Sims. Moving forward, there will only be 4 categories of SEND:-

1. Communication & Interaction (CI)
2. Cognition & Learning (CL)
3. Social, Mental & Emotional Health (SEMH) [please note behaviour is no longer an SEND]
4. Sensory and/or physical (VI, HI, MSI, PD)

Please see the table below for how this fits with the old terminology

New Terminology on SIMS		Definition	Old Terminology on Sims	
Communication & Interaction	CI	Children/young people with difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand/use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.	Speech, language & communication needs	SLCN
			Speech & language	SL
			Autistic Spectrum Condition	ASC
			Autistic Spectrum Disorder	ASD
Cognition & Learning	CL	Support may be required when children/young people learn at a slower pace than their peers, even with appropriate differentiation. This covers a wide range of needs, where children are likely to need support in all areas of the curriculum, those who also have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.	Moderate Learning Difficulties	MLD
			Specific Learning Difficulties	SpLD
			Severe Learning Difficulties	SLD
			General Learning Difficulties	GLD
Social, Emotional & Mental Health	SEMH	Children/young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	Behavioral, Emotional & Social Difficulties	BESD
Sensory and/or physical	VI HI PD	Some children/young people require special educational provision because they have a disability which prevents or hinders them in making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children/young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional support and equipment to access all the opportunities available to their peers.	Hearing Impairment	HI
			Visual Impairment	VI
			Profound and Multiple Learning Difficulties	PMLD
			Physical/Medical Difficulties	PMD

Behaviour is no longer recognised as a learning need, merely as a symptom of other needs.

Therefore no child should be on the register for behaviour alone- the 'social, emotional and mental health' strand will cover some of this

There is a new duty to work out the communication behind behaviours; so for some students, their needs may be better determined to fit one of the other categories, with a recognition that emotional and social needs may be a subsidiary factor.

Mental health is for the first time acknowledged as a significant and educationally impactful need- this is soundly welcomed and there will be new statutory duties on health (CAMHS) to engage with/advise education. There will need to be some changes for this all to work and this will take time and coordination between agencies. It isn't yet clear how this will happen in Brighton & Hove but we will keep you informed as we find out.

### **Key Change 3- Extension to support/new Coordinated Assessment 0-25**

From September 2014 there is a new extension to significant levels of support. Whereas in all but the most profound of needs, Statements used to begin at school age and cease at the end of Year 11, this has been extended. EHCP's (which replace the old Statements) can be applied for from birth up to age 25 and provision can also be covered for that same length of time. **No new statements can be applied for, only Education, Health and Care Plans from September 2014**

### **Key Change 4- New cycle of assessment for schools and professionals**

The way children are identified with SEN(D) is receiving some changes. Schools and other professionals working with young people are now expected to follow a sequence of **Assess> Plan> Do> Review**. This means there is a stronger focus on **evidencing** the difference between *underperformance* and a specific '*special need*'. Falling behind is not a special need. Neither is failing to reach a target.

There are new duties on class teachers to ensure '**all teachers are teachers of all children**', meaning when issues of underperformance arise, the class teacher is best placed to spot this early and intervene quickly at the earliest level. In most cases, this targeted attention and adaptation in class will solve the problems. Only when appropriate in-class differentiation and intervention have failed to impact should there be consideration of specialist assessment. It is at this point a young person will be referred for consideration by the SEN(D) department who may undertake an assessment or may give specific advice to the teacher instead.

Parents and carers can also request specialist assessments through school but we have strict guidance from agencies as to what triggers these. Usually, your queries can be answered by in-school assessments. We have a wide range of screening and assessment tools and staff specially trained to use them our Learning Support department.

Outside agencies still support schools and it may well be your child has seen an outside professional that you have arranged yourself or that we have arranged for you. Some agencies are brilliant at sharing information with school and when school have requested the assessment this usually happens. However this isn't yet universal, particularly with medical services where confidentiality rules are particularly stringent and sharing is only possible with your direct consent.

If your child has/used to have input from an outside professional we would strongly suggest you share this with the school, just in case we aren't aware. Alternatively, it might be worth discussing at your child's next appointment with that agency if they think we should be told. They can then agree with you what to share and how to do this. We treat all such information with the utmost care, keeping the circle of people who need to know as small as practical to ensure your child gets the most appropriate provision. We welcome your advice about how your child would like this to be done and will always be sensitive.

### **What are Longhill School doing?**

Current SA & SA+ categories MUST be redesignated by April 2015. Longhill will be doing this in January.

Longhill will be compliant with all changes and will ensure general information is communicated to parents and carers on the website. Please check out our new SEND tab on the school website, under 'School Information'. This will now be where all generic changes will be communicated. If something specifically relating only to your child changes, we will follow our same usual procedures of directly calling or writing to you.

You will find a personalised letter enclosed with this leaflet. This will tell you more about the changes as they apply to your family. Once B&H have communicated more changes to us we may need to write to you again if things will specifically affect your child.

We will be making the changes to our SIMS (computer) system in January. From that date you will see the new category appear on your child's portal page. For example, if it used to say 'SA+, SpLD' it will now say 'K, C&L'

If you are worried about this and would like to speak with someone, in your letter you will find details of how we are supporting individual parents.

Full details and a copy of the entire Code of Practice 2014 (should you wish to look at them) can be found at

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>