

The Department for Education (DfE) requires maintained schools in England to align their practice with the guidance below. Whilst British international schools are under no obligation to fulfil these statutory requirements, the highest levels of provision and accountability for students with Special Educational Needs and Disabilities (SEND) is a requirement of the BSO framework. The good practice outlined is of use to Principals, Governing Bodies, Inclusion Leaders, and Special Educational Needs Coordinators (SENCOs). School leaders may also wish to refer to the [House of Commons Education Committee report: Special educational needs and disabilities](#).

SEND Code of Practice: 0 - 25 Years

Explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014. The code, which applies to England, is for:

- headteachers and principals
- governing bodies
- school and college staff
- special educational needs (SEN) coordinators

The SEND Code of Practice is supplemented by additional guidance for [Schools](#) and [Early Years' Settings](#).

The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. This non-statutory advice, produced by the DfE, helps schools understand how the Equality Act 2010 affects them and how to fulfil their duties under the Act. Chapter 4: Disability is particularly relevant.

Governance Handbook

Chapter 6, page 69 - 71 includes advice on the identification of a member of the governing body or a sub-committee with oversight of SEND.

Performance - P Scale - Attainment Targets for Students with Special Educational Needs

P scales or performance attainment targets (1 - 4) are currently used by schools for students aged 5 - 16 with special educational needs (SEN) who are working below the standard of national curriculum tests and assessments. However, from 2020-21, [a new approach](#) will be implemented to assess students with multiple and complex needs. P scales (5 - 8) have been replaced by the pre-key stage standards for Key Stages 1 and 2.

Commissioning a SEND Review

A SEND review looks at how your school provides for students with special educational needs and disabilities. The review findings will enhance SEND provision and strategy to ensure that students achieve good outcomes. The following resources are available as editable proformas:

- Whole School SEND Review Guide
- MAT SEND Review Guide (can be used for school groups)
- Early Years SEND Review Guide
- SEND Governance Review Guide
- Demonstrating Inclusion Tool
- Effective SENCo Deployment
- SEND Reflection Framework
- TA Deployment Guide

With thanks for contributions to John Bocking, Education Consultant.

SEN Support: Case Studies from Schools and Colleges

This research considered how pupils and students on SEN Support are being supported in schools and colleges to overcome barriers to learning and achieve good outcomes. It includes examples of good practice for schools to draw on.

DfE SEND Newsletters

DfE publishes a newsletter for anyone working in the field of special educational needs and disabilities, including education agencies, health and social care, as well as users of the system, children, young people and parents.

Additional SEND Guidance and Resources

NASEN (National Association for Special Educational Needs)

Nasen is a charitable membership organisation that supports all education practitioners by providing relevant Professional Learning, resources, advice and information to enable staff to meet the needs of all students including those with learning differences.

SEND Gateway

This website provides several resources for schools, including a detailed SENCO induction pack which helps SENCOs track provision and staff professional learning needs. This website also hosts [a range of condition-specific videos](#), including:

- Acquired Brain Injury
- ADHD
- Autism
- Down's Syndrome
- Dyscalculia
- Dyslexia
- Dyspraxia
- Social Emotional and Mental Health
- Hearing Impairment
- Speech Language and Communication
- Physical Disability
- Vision Impairment

Education Endowment Foundation

EEF has resources to boost both the overall quality of teaching and interventions based on research for students with SEND in mainstream classrooms.

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