



SEND Code of Practice 2015 – a quick guide to the chapters

The SEND Code of Practice 2015 came into effect following the implementation of the Children and Families Act (2014). *Please also note there may be some changes to this guidance if there are any changes to the current SEND legislation/guidance.*

What is important to know:

- There are 11 chapters.
- You don't need to know the whole document just parts of it that might be relevant to you. You can dip in and out of it at different times and stages of your child/young person's SEND journey.
- Get to know the chapter that's relevant and use it as a guide to help you in conversations with others.
- Be aware something might change and ask SENDIASS for any updates/changes to the Code of Practice you might need to be aware of.

Below are some sample questions we get asked and what you can expect to find in each chapter for quick reference.

How do I know if my child/young person has special educational needs and/or a disability and is covered by this code of practice?

Look at pages 15 and 16: xiii – xviii you will read here the description of what SEN/D is.

How can I be included to help my child/young person?

Chapter 1 Pages 19 – 29 tells you how you should/can be included and involved in decisions about your child/young person or wider SEN local area decision platforms.

What if I want/need information and advice to help me to help my child/young person?

Chapter 2 Pages 30 – 36 tells you about the information and advice that is available to you in the local area.

My child/young person has education, health and care needs and I don't understand how these are meant to join up.

Chapter 3 Pages 37 – 58 explains about the joint commissioning arrangements across health, education and care and what the role of commissioners are.

I have been advised to look at the Local Offer for information about what's available in the local area, but I don't know what to expect from the local offer or how it should help me.

Chapter 4 Pages 59 – 77 will explain what the local offer is about and what you can expect to see on your local offer and how you can also get involved in helping shape it too.

My child/young person has special needs, and I want to know what school should be doing about it?

Chapter 5 (Early Years), Chapter 6 (School Age) and Chapter 7 (Post 16) Pages 79 – 119 will explain what SEN support looks like and what you can expect your child/young person's education setting to be doing for them. This is helpful for you if you meet with the setting and work through what they are meant to do.

I have been told my child is at the preparation for adult phase, but I don't know what it means.

Chapter 8 Pages 120 – 140 will describe what is meant by preparing for adulthood and what you can expect to happen.

I want to know more about an EHC needs assessment and also what an EHC Plan is and what I can expect with both the assessment process and if my child had a plan how it works?

Chapter 9 Pages 141 – 207 will tell you everything you need to know about the different steps around all EHC processes. From the application process, draft EHC plans, refusing to assess or issue a plan, an annual review of a plan through to ceasing an EHC plan.

Is my child/young person considered as being in specific circumstances?

Chapter 10 Pages 208 – 243 will explain what it means when talking about children in different circumstances such as a looked-after child, care leavers, children's social care and social care to those between age 18 – 25, children of service personnel. Children and young people who have SEN and in youth custody, EHC plans for those in custody, arranging health care provision for detained young people who have EHC plans.

What If I don't agree with decisions made about my child/young person?

Chapter 11 Pages 244 – 272 explains all the routes you can take if you disagree about education, health, care provisions for your child/young person.

What does it mean when I am asked if my young person has mental capacity to make their own decisions?

Page 273 Annex 1 – explains what this means.

There are a lot of words in here and I am not sure what they mean.

Pages 278 – 286 explains all the different terms used in the Code of Practice.