

The SEND Code of Practice

As you have seen in previous sessions, adapting your teaching practice to support all pupils to succeed does not necessarily mean an increase in workload. The strategies that have been covered so far in this module are all features of high-quality teaching. By mastering the use of these methods (for example, scaffolding questioning, effective deployment of support staff and flexible grouping) you will be supporting most of your pupils to succeed at a task.

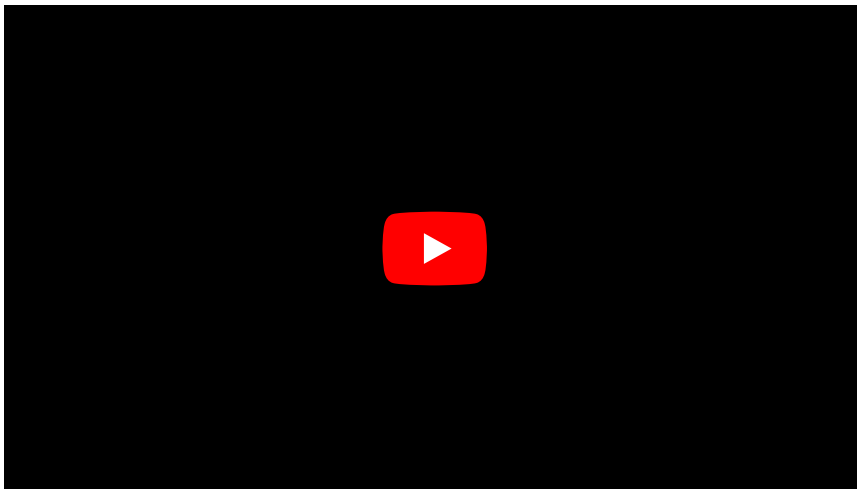
Building these strategies into your everyday practice should be the first step taken to support all pupils to succeed. However, there will be a small number of your pupils for whom these strategies need to be developed further.

Why is further adaption sometimes required?

There are a number of reasons why a pupil may require further adaptation to practice. For example, it may be a permanent adaptation; to support a pupil with a hearing impairment you may learn key signs or wear a microphone. Alternatively, the adaptation may only be required at a specific point in their education, such as supporting the emotional health and wellbeing of a pupil whose parents are separating.

Personalising adaptations

Pupils with SEND may need a more personalised level of adaptive practice in order to access and achieve in all areas of the curriculum. The SEND Code of Practice (2014) is a document that supports teachers and leaders to understand their responsibilities and duty of care towards pupils with a special educational need. The Code of Practice itself is 292 pages long, so how can it be used by teachers to help inform their practice? Hear from Laura Dobson, from the Driver Youth Trust, as she highlights key points from the document that every teacher should be aware of. You can make notes in the [notes tab](#) (or your own notebook).



Video Start copy Direct Link: Create a File and Insert Stuff(this link opens in a new window/tab) End copy

Direct link to: [What is the SEND Code of Practice? - Laura Dobson, Driver Youth Trust](#)

Transcript: [What is the SEND code of practice? - Laura Dobson, Driver Youth Trust](#)

[\(this link opens in a new window/tab\)](#)

Four broad areas of need

As mentioned in the video, the Code of Practice highlights four broad areas of need. These are:

- **Communication and interaction** needs such as Autism Spectrum Condition (ASC)
- **Cognition and learning** needs such as dyslexia
- **Social, emotional and mental health** difficulties such as an attachment disorder
- **Sensory or physical needs** such as visual impairment

It is useful to know which of the broad areas of need your pupil's diagnosis falls into, as it can then help you with the identification of strategies to support you in adapting your practice.

Any SEND reporting will ask for the pupil's 'primary' area of need. However, it is highly likely that a pupil may have learning needs that fall into *more* than one of the broad areas so this should be considered when planning any support.

[\(this link opens in a new window/tab\)](#)