



THE CODE OF PRACTICE FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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The school has the responsibility under the new Code of Practice for Children with Special Education Needs to identify a child's difficulties and plan how they will put measures in place.

The Code of Practice (2014) provides statutory guidance on duties, policies and procedures relating to children and young people in the 0 - 25 age range with special education needs and supports the Children and Families Act (2014).

The Children and Families Act (2014) changed the way children and young people access educational, health and care services. Key changes related to the system of identification and support for those with Special Educational Needs, including Dyslexia and related Specific Learning Difficulties.

Schools can decide how to record levels of need.

There is a clearer focus on the participation of children and young people and parents in decision making and on improving outcomes for children and young people.

Under the new Code of Practice the Statement process has been replaced with an Education, Health and Care Plan (**EHC**).

Existing Statements cover children up to age 16. The **EHC** plan will cover from pre-school until 25 when a young person is in education or training.

It is unlikely that many dyslexics will need or be offered an EHC plan.



Learning difficulties can be identified by:

Dyslexia Screening: Gives an indication or 'likelihood' of a child being dyslexic. It can provide basic information about a pupil's strengths and weaknesses and give indications for support. *This is not a diagnosis.*

Dyslexia Assessment: For some children a full diagnostic assessment may be required. It involves a series of diagnostic tests to determine whether a child is dyslexic or has other specific learning difficulties. It provides an in-depth report specifying strengths and weaknesses. *This is a diagnosis.*

Some screening tests can only be used for children aged 7 or over. This should not stop schools identifying and addressing a child's needs before this age.



WHAT DO YOU DO IF YOU THINK YOUR CHILD IS DYLSEXIC...

First stage...

Read this leaflet on the Code of Practice for SEND.

and/or

Refer to the Parents Guide.

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

List all your child's difficulties.

Make an appointment to see the class teacher or head of year and the SENDCO.

Ask friend or relative to come with you and take notes.

Clearly state that you think your child may be dyslexic.

Request a Dyslexia Screening.

School agrees to Dyslexia Screening



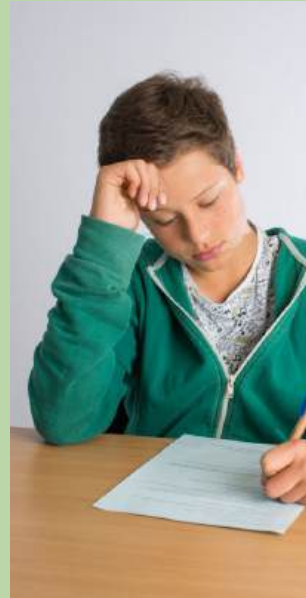
TOP TIP

Be polite but firm.

Avoid getting angry.

Keep the school on your side.

Dyslexia Screening in a 'likelihood' of Dys



Learning difference identified

The school implements
Continue to meet

Next stage...

icates
lexia.

If not happy with the result
of the Dyslexia Screening.

School refuses to
undertake a
Dyslexia Screening.

Ask the school to
undertake a full diagnostic
Dyslexia Assessment.

School refuses or it is not
possible to undertake a
Dyslexia Assessment.

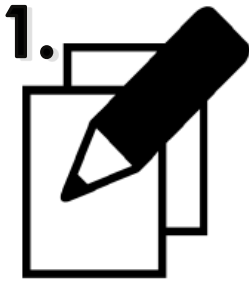
Contact the Local Authority's Cognitive and Learning Service
01872 324140
<https://www.cornwall.gov.uk/cognitionandlearning>

Help and support also available from Cornwall Special
Educational Needs Disability Information, Advice & Support
Service (SENDIASS) <https://cornwallsendiass.org.uk/>
01326 331633

Advice regarding SEND is available via Parent Carers Cornwall
<https://parentcarerscornwall.org.uk/>
07973 763332

ents a 'graduated approach' to support your child (see Page 6 – 7)
regularly with the school . Discuss any additional reports and next
steps. Request notes of meetings

When a pupil has been identified with a specific learning difficulty the school should implement a '**graduated approach**' to support your child. This takes the form of a four-part cycle...



ASSESS:

Schools should take seriously any concerns raised by a parent. The school should take into account their own records of the child's progress, class based tests and undertake an appropriate screening. More complex difficulties may require a diagnostic assessment.



PLAN:

The teacher and the **SENDCO** should agree, with the parent and the pupil, the support to be put in place, as well as the expected impact on progress or behaviour, along with a clear date for review.



INVOLVING SPECIALISTS:

School should consider involving specialists where a pupil continues to make less than expected progress, despite evidence based support.

3.



DO:

The class or subject teacher should remain responsible for working with the child on a daily basis. They should work closely with any teaching assistants or specialist staff involved.

The **SENDCO** should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses and advise on the best type of support.

4.



REVIEW:

The class or subject teacher, working with the **SENDCO**, should regularly review the support being provided.

Preferably reviews should be once a term and regular clear targets should be set.

Based on the child's progress, and in consultation with the parent and child or young person, changes to the level of support should be decided.

If you would like further advice please contact
Dyslexia Cornwall Helpline 07716 639375



The Cornwall **Local Offer** aims to help families of children and young people with special educational needs and disabilities (SEND) by gathering useful information they need to know, in one place, so they can make informed choices about the support they receive.

Not all the services listed are provided by the local authority, but other organisations and private providers too. The Family Information Service (FIS) website hosts information on the **Local Offer**.

<http://www.supportincornwall.org.uk/>

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- EHC:** Education, Health and Care Plan
 - SEND:** A child or young person has Special Educational Needs and Disability if they have a learning difficulty or disability which calls for special provision to be made for them.
 - SENDCO:** The Special Educational Needs and Disability Co-ordinator - a teacher who is given this role in school

