

**Defining SEN Support and K code**

The SEND Code of Practice details that children with SEN should be allocated as SEN Support. Schools are required to follow the guidance within the Code of Practice in regards to identifying, assessing and meeting needs of children with SEN. All children should receive the right assessment and support for them at the right time. There is, however, a lack of clarity and consistency as to when a child should be allocated as SEN Support by a school. This paper is intended to provide guidance for Sheffield schools as to when they should record as SEN Support, particularly in relation to identified needs within the exemplified Sheffield Support Grid (SSGe). This is in order to support a consistent approach across the city and ensure that SENCO’s have clarity as to requirements and involvement.

The SEND Code of Practice states that:

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. (SEND CoP 2015; 6.15)*

It should be noted that a child’s needs may change, including making progress such that they no longer require special educational provision. This is particularly relevant in regards to transition points where a child may require more support in the first instance to aid access to education.

The Sheffield Support Grid provides a consistent model of identifying needs and the provision to meet needs. It is broken into 5 levels.

Where a child has identified needs at level 5, 4 or 3 on the Sheffield Support Grid they should be recorded as SEN Support (K code) unless they are in receipt of an EHC Plan. Where they have an EHC Plan they are recorded as such (E code). There is a clear expectation that they require and receive additional support on a regular basis, most often requiring the intervention of external services to direct that support.

Where a child has identified needs at level 2 on the Sheffield Support Grid it is less clear cut as to whether they should be recorded as SEN Support (K code). In most instances, children who are at level 2 and are likely to have the following needs would be recorded as SEN Support. In a significant number of cases a child would not be expected to be recorded as SEN Support (K code).

If a school was to record a child as SEN Support (K Code), the areas of needs would likely include:

* Identified neurological, genetic or medical needs
* Needs across the areas of need identified in the SEND Code of Practice
* The gap with peers does not narrow despite appropriate high quality targeted interventions normally available in the school being put in place
* Where following the implementation of a graduated approach to assess and plan to meet needs the gap with peers remains and medium to long term interventions are required
* Requirement to address needs at a point of transition through intensive transitional support and activity

Where a child has identified needs at level 1 on the Sheffield Support Grid it is highly unlikely that they should be recorded as SEN Support (K code) as the expectation is that their needs should be met from quality first teaching with appropriate short term interventions.

There is an expectation that all children who are recorded as SEN Support require a plan in some form to address those needs. The SEND Code of Practice details information re SEN Support from section 6.44 that clearly states expectations on schools as to the plans they should put in place. The SEND Code of Practice also details that their progress towards achieving their outcomes should be reviewed 3 times per year. Any plan should follow a graduated approach to meeting needs such as a SEND Support Plan or My Plan.

Schools are advised to ensure that they link the School Census to the Sheffield Support grid to ensure that there is clarity as to those who are recorded as SEN Support.

*This guidance has been developed through the Sheffield Inclusion Taskforce to provide consistency for Sheffield schools. It should be read in partnership with legislation and national guidance documentation.*