

Table 1.2 SEND Code of Practice 2014 – Improving outcomes for all

SEN Support		EHC plan
Which children and young people Triggers for intervention	Single category of SEN, school-based, replacing Action and Action Plus, for those whose needs can be met in the mainstream. Where a pupil falls behind their peers, or continues to make less than expected progress, given their age and starting point, and despite high quality personalised teaching targeted at their area of weakness, and differentiated approaches being utilised.	Education, Health and Care (EHC) plan for all those aged 0–25 who previously had a SEN statement or a Learning Difficulty Assessment. Needs more complex and severe, where a pupil, despite the additional and different SEN Support being put in place in the education setting, continues to make little or no progress, and the SEN provision is no longer able to meet the pupil's needs.
Whose responsibility	The class/subject teacher with the SENCO, both undertaking further assessment to identify whether the pupil has a significant learning difficulty. Parents of the child are informed and consulted on SEN support required. The class/subject teacher takes lead responsibility for planning and reviewing the pupil's SEN Support.	The local authority (LA) conducts an integrated statutory EHC needs assessment, and prepares and issues an EHC plan (20-week timescale), when there is robust evidence from the education setting, multi-agency professionals, the parents and the SEN pupil, that such a plan is required. Where the LA does not issue an EHC plan it gives reasons why to relevant parties (16-week timescale), and the pupil remains on SEN Support.
Nature of additional or different provision	Graduated approach – Assess, plan, do and review. <ul style="list-style-type: none">• Personalised plan with stretching relevant academic/developmental targets; expected outcomes specified, and nature of provision• Evidence-based interventions• Additional support from within the school• Adaptations to the support provided made• Involvement of specialist staff or support service as appropriate• Termly review of pupil progress towards meeting targets set and achieving expected outcomes, involving parents and the SEN pupil, where appropriate.	Parents and the young person can request that the LA prepare a personal budget to deliver all or some of the provision, set out in the EHC plan. This provision is likely to cater for the holistic needs of the pupil, and can include: <ul style="list-style-type: none">• Weekend or holiday respite care, or short break• Personal assistant support during school holidays• Participation in sports activities or day trip with additional transport needs• Specialist equipment or learning aids, i.e. electronic communication tools and supportive software• Social worker support• Extra therapy services• Home modifications – ramp for wheelchair access• Transport to attend special school play scheme or to undertake work placement.
		The EHC plan is reviewed annually and any changes to provision made.