

High quality provision to meet the needs of children and young people with SEN

- 1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.
- 1.25 Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:
- ensure decisions are informed by the insights of parents and those of children and young people themselves
 - have high ambitions and set stretching targets for them
 - track their progress towards these goals
 - keep under review the additional or different provision that is made for them
 - promote positive outcomes in the wider areas of personal and social development, and
 - ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- 1.31 The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.
- 1.34 In practical situations in everyday settings, the best early years settings, schools and colleges do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or young person or special educational provision for a child or young person with SEN.
- 1.35 Much of the guidance in this Code of Practice focuses on the individual duties owed to children and young people with SEN. When early years settings, schools and colleges, local authorities and others plan and review special educational provision and make decisions about children and young people with SEN (chapters 5 to 7 and 9) they should consider, at the same time, the reasonable adjustments and access arrangements required for the same child or young person under the Equality Act.