



The Special Educational Needs Co-ordinator's Handbook: A Guide for Implementing the Code of Practice

Gregan Davies, Garry Hornby, Geoff Taylor

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In September 1994, the Code of Practice on the Identification and Assessment of Special Educational Needs came into force, and with it a major increase in the expectations placed on teachers in mainstream schools, in particular on the SEN coordinators. This handbook discusses the implications for schools and gives practical guidance on how to implement the code effectively.

Throughout, the book provides:

- * Further information, expanding upon that given in the Code
- * Examples
- * Ideas for dealing with SEN in schools
- * Checklists
- * Proformas for photocopying and direct use in schools

The book begins by explaining and expanding on the Code of Practice, setting it in the context of recent developments including the Education Reform Act and OFSTED criteria for evaluating policy and provision for children in SEN. It then goes on to provide guidelines for implementing the Code of Practice at each of the five stages which it specifies and discusses issues which are raised by this. Specific chapters cover:

- * Identifying and assessing SEN within the school
- * Liaison with outside specialists
- * Statementing
- * Annual reviews
- * Knowledge needed by classroom teachers of children with SEN
- * Implications and issues at different stages of the education system
- * Parental involvement
- * Future challenges

The book will be of particular interest to special needs coordinators, but will also be of value to anyone else working with children with SEN, including class teachers, heads, advisers, governors, educational psychologists and education welfare officers.



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