

Use of the Census Codes and Maintenance of SEN Records

Schools should follow GDPR guidelines and work with the school's data controller. The information below sets out some general guidance for good practice.

Schools need to take relevant steps to meet the individual needs of all pupils with special educational needs. The SENCO should have responsibility for ensuring that these records (paper copy and electronic) are maintained, kept secure, updated and available as needed.

The SEND Code of Practice 0-25 years states:

“The provision made for pupils with SEN should be recorded accurately and kept up to date...”

Schools must provide full pupil records to a receiving school or educational setting even if the new setting does not request the information. Such records should include all information held by the SENCO/school including the pupil profile, all support plans and reports from professionals.

Schools should ensure:

- SEND files (paper records) are always kept securely (including details of exam concessions/access arrangements)
- Only authorised IT systems and secure email accounts are used
- Electronic SEND files are password protected
- Line manager approval is sought before taking paper records off site. This should only happen when it is essential to do so, and there is no alternative method for accessing or recording the information required (e.g. scanning or accessing online via encrypted portable IT equipment)
- Where paper records must be taken off site, only the minimum amount of personal or other confidential data necessary for the job in hand should be removed. Where possible, data should be anonymised
- Memory pens containing confidential data are encrypted. As with paper records, these should be taken off-site only in essential circumstances with the minimum information on the pen
- They check email addresses, content and attachments before sending any documents to secure email addresses
- When passing over paper copies of pupil files they should complete an acknowledgement form that is signed and dated by both parties

- In addition, settings should be aware of:
- Consent to share (from parent/carer or young person of 16 years of age)
- Joint parental responsibility (and therefore sharing information with everyone that is legally entitled)
- A protected address for Looked After children and young people who also have a special educational need should not be shared on any document

SEN Census

The Census gathers data on SEN status and primary need in January of each year. The numbers of SEN are collected in further censuses in May and October. Most schools in Cumbria do this through the SIMS system. The January census data informs information systems and reports such as Analyse School Performance (ASP) and Fischer Family Trust. SENCOs should work alongside administrative support in their school to ensure all census information is correct.

SEN Register

This can be kept in any format and should contain information regarding a child or young person's SEN status and their **primary need**. However, for a school's own records, secondary and/or additional needs will demonstrate a good understanding of all the children and young people's needs and will be valuable for planning and evaluating provision. Many schools adapt the SIMS SEN register for this purpose.

N.B. children and young people who have difficulties across any of the four areas of need should be noted on the SEN register - not only those with cognition and learning needs.

This is particularly important for pupils who may display challenging or withdrawn behaviour (such as anxiety), as these behaviours may be linked to unmet needs.

SENCOs should meet regularly with pastoral staff in school to ensure these are not missed and relevant assessments are carried out.

Parents and carers must be formally notified when their child is getting SEN provision and added on to the SEN register and if they have been removed from the SEN register.

SEN Status (SIMS codes)

- E - Education, Health & Care (EHCP)
- K - SEN Support: All children who are receiving 'additional to or different from' support but do not have a statement or EHC Plan
- N - No SEN*

The SENCO should be the only person in school who has the authority to change a SEN status and area of SEN throughout the year. This will be done at the point of review, rather than awaiting a census date. In this way, records will always remain accurate.

***N.B.** N (No SEN) status should only be used for the first census after a child or young person is taken off the register. In many cases, the SENCO works with a specific school administrator to update the register, but its accuracy remains the responsibility of the SENCO. Before any census data is returned, SENCOs should check the information has been inputted correctly.

Pupil SEN need type

Code	Description
SPLD	Specific learning difficulty
MLD	Moderate learning difficulty
SLD	Severe learning difficulty
PMLD	Profound & multiple learning difficulty
SEMH	Social, emotional and mental health
SLCN	Speech, language and communication needs
HI	Hearing impairment
VI	Visual impairment
MSI	Multi-sensory impairment
PD	Physical disability
ASD	Autistic spectrum disorder
OTH	Other difficulty / disorder
NSA	SEN support but no specialist assessment of type of need

NSA *'Please note: Schools are expected to identify a type of need for all children at SEN Support - **there is no requirement for a pupil to have a specialist assessment to be recorded in the main SEN types.** The No Specialist Assessment code ('NSA') should only be used in those very rare instances where a pupil is placed on SEN support (Code 'K'), but the **school is still assessing what the primary need is.** This might occur, for example, where a child on SEN support has transferred into the school shortly before school census day. Where code 'NSA' is to be used, the pupil **MUST** have SEN Provision of code 'K'. Code 'NSA' must not be used without the pupil having an appropriate SEN provision in place.'*

Other Registers

In addition to a SEN Register, we would strongly advise that schools and other educational providers have internal registers to record needs such as those listed below, which usually include:

- Disability and/or Medical needs
- English as an Additional Language pupils
- Cause for concern or monitoring (these can be used for a wide range of tracking for example: literacy or behaviour interventions)