

This document has been produced to support educational settings to ensure that they are meeting their statutory responsibility in relation to the publication of information. The points below can be used as a checklist to ensure that their setting reports the required information on the points outlined in the SEND Code of Practice. The majority of schools publish this information in the format of a school SEND Information Report.

The SEND Code of Practice (DfE, 2015) states “6.79 *The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*”

- The information **should** clearly state the date of publication and it is good practice to include a date when the information will be reviewed, unless changes are made before this date. This is important regardless of whether the information is published in a webpage format or as a linked document on the school’s website.
- Schools **should** ensure that the information is easily accessible by young people and parents and set out in clear, straightforward language.

Best practice to support this is to have a SEND Information Report which is separate to the schools SEND Policy which can be overwhelming for learners and their families.

Schools may wish to consider supporting the accessibility of their SEND information by including key points in a short video as this school have done:
<https://www.pikemereschool.com/special-educational-needs/#senvideo>

The information published **must** include:

- **The name and contact details of the SENCO**
In non-mainstream schools it would be appropriate to identify either multiple SENCOs with their areas of responsibility or the person with day-to-day responsibility for SEND within the setting.
- **Information on the kinds of SEN that are provided for in the setting.**
It is good practice here to highlight the 4 main categories of need identified within the SEND Code of Practice, as well as the needs of those learners currently within the setting.
- **Policies for identifying learners with SEN and assessing their needs**
It is good practice here to explain the information/criteria staff use for identifying children with additional needs, the routes that can be taken to raise concerns around a child (for staff, parents and learners themselves) and the assessment process which is then triggered to identify a child or young person’s barriers to learning.
- **Arrangements for assessing and reviewing children and young people’s progress towards outcomes.**
In this section it is appropriate to outline the Assess, Plan, Do, Review cycle and how this is carried out in school and the language which is used. Settings should meet with parents at least three times a year so it will be useful to outline what this looks like in your setting and who else may be involved in these meetings. (This often differs greatly between primary and secondary settings). The code of practice states “*Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.*”

□ **How the setting evaluate the effectiveness of the provision made for learners with SEN**

Settings should outline what measures they use to evaluate the effectiveness of provision and how this links to school wide and national data which is collated. This is a good opportunity to explain how progress towards outcomes are measured and may include a combination of whole school data, attendance figures, behaviour or exclusion data, attitude to learning data, as well as in class assessments, standardised testing before and after an intervention or pupil/parent perception data.

□ **Arrangements for consulting parents of children with SEN and involving them in their child's education.**

It is good practice within the Information Report to identify how parents will be involved at each stage of the A-P-D-R cycle, including seeking information on difficulties or concerns, sharing and discussing ideas on how best to support a learner, expectations of parent's contributions towards support (E.g. listening to their child read at home, using focus words in conversations whilst away from school). It is also good practice to share information on any events the school holds for parents such as SEN coffee mornings or parent information sessions. It is important that the information report should include arrangements for supporting children and young people who are looked after by the Local Authority and have SEN. This could be included here.

□ **Arrangements for consulting children and young people with SEN and involving them in their education.**

It is good practice identify how children and young people will be involved at each stage of the A-P-D-R cycle. It is also important to note how they are supported to contribute effectively. It may be appropriate to mention here about pupils one-page profiles and the information shared within this.

In this section information on whole school initiatives such as student council or the use of student voice is also appropriate.

□ **The approach to teaching children and young people with SEN**

It is good practice to identify the inclusive nature of the setting and the admissions of learners with SEN. This section should comment on the Quality of Teaching within school, staff's ability to adapt teaching and learning to meet the needs to the learners within their classrooms. It may also be appropriate to comment on setting/streaming of learners within the setting as well as the school's approach to differentiation within the classroom.

□ **How adaptations are made to the curriculum and learning environment of children and young people with SEN**

This section should outline the school's response to the graduated approach. It should detail universal support available to all children within school, targeted interventions accessed by some learners and more specialist support. This is also an appropriate place to make reference to the school's current accessibility plan.

□ **What support the setting offer for improving emotional and social development**

This section should articulate the links between SEN and pastoral support. The report should outline the extra pastoral support arrangements in place for listening to the views of children and young people with SEN as well as measures in place or that can be taken to prevent bullying. This section would be an appropriate place to outline the role of an ELSA, an EWO or any school counselling service which is accessible.

□ **How learners with SEN are enabled to engage in activities available to those learners who do not have SEN**

This requires settings to outline the steps that they take and the support they provide to support learners to engage in a wide variety of activities. This should include both curricular and extra-curricular activities. Activities to consider should include PE lessons, Sports Teams and training, swimming lessons (if appropriate), bikeability, school trips, residential/overseas trips, as well as more traditional after school clubs such as IT, Science, Chess etc.

There should be care taken to acknowledge that support may be required for the range of needs including support of social communication skills or learning difficulties as well as sensory or physical needs.

□ **Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.**

It is important here to identify the transition protocols in place for children moving into the setting as well as the protocols for moving beyond the setting. It is good practice to identify what information is shared, how this is done and the relevant practices in place in relation to retention of information and GDPR. It is also useful to outline some of the strategies which can be used to support transition between settings in addition to information sharing such as additional visits, tours of the school/classroom, opportunities for key experiences such as observing break or lunchtime from a safe distance.

Transitions between different phases of education E.g., KS3 and KS4 should also be discussed and the support available these times shared. For example, this may be an additional careers meeting to support KS4 Option choices, or the assignment of a “buddy” to support transition to a new class and teacher.

Identifying key dates for events which support this is also valuable and settings may wish to include:

- Dates of open evenings/days
- Options Information Evenings
- Option Choices Deadlines
- Deadlines for parent preferences for learners with EHCPs
- Deadlines for applications to admissions
- Dates for transition visits

All settings should also comment on preparing for adulthood at the appropriate stage. This could range from developing appropriate self-care skills, developing independence and organisational skills to understanding options for Post 16 provision as well as careers guidance and safe independent travel training.

□ **The expertise and training of staff to support learners with SEN and how specialist expertise will be secured**

Best practice is to outline the qualifications held by the SENCO or plans for completion of the NASENCO award if not already held. It is also appropriate to identify staff with other appropriate qualifications such as HLTA's, ELSA's, Mental Health First Aiders, Thrive Approach Practitioners as well as those who have received training pertaining to a specific area of need such as ASD, BSL or HI support. It is also important to list recent whole school training which has been delivered and schools may also wish to outline their forthcoming plans to support the continued professional development of their staff and SEN Practice.

□ **How the setting involves other bodies in meeting learners SEN and supporting their families**

This should outline support available in order to meet the needs of learners and support their families. This will be an extensive list of services including health and social care bodies, local authority support services as well as private and voluntary sector organisations whom the school work with. It is important in this section to detail how the school will work with families to identify appropriate additional support and the mechanisms by which involvement of such support will be communicated with families and the learner with SEN

□ **What arrangements are in place for handling complaints from parents of learners with SEN about the provision made at the school**

This section should briefly outline the schools policy for handling complaints and show how these can be escalated should parents/carers not receive a response they deem appropriate. This may include reference to the SLT Link for SEN (If the SENCO is not part of the schools SLT), the Head Teacher and the named SEN governor.

□ **Information on where the Local Authority's Local Offer is published**

The setting must identify where the Local Authority's Local Offer is published. This is often easiest done by including an up to date and clickable hyper link.
<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageld=3018&lockLA=True>

In this section it is also best practice to give details on how the school contribute to the local offer. For some schools this would be an appropriate place to identify an Enhanced Resource Base for example.