



## **Guidance on the SEND Policy and SEN Information Report**

### **What is a SEN information report?**

Under the Children and Families Act 2014 the governing body or proprietor of maintained schools, maintained nursery schools and academy schools **must** publish information on their websites about the implementation of the setting's policy for pupils with SEN.

This information should be updated annually, with any changes to the information that occurs through the year being updated as soon as possible.

The information that is required is set out in the Special Education Needs and Disability Regulations 2015 and is covered in The SEND Code of Practice 2015 Chapter 6 (6.79).

### **Who is the SEN Information report for?**

The purpose of the SEN information report is to enable parents and other visitors to the school's website to find out how pupils with SEND are supported in the school. It is not produced for governors or Ofsted, although these bodies will find it useful, and Ofsted will often look at it prior to an inspection. It should enable someone without specialist knowledge of the education system or SEND to quickly and easily learn about the school's approach to SEND; this may be to help a family to decide if a school is right for their child, or perhaps because they think their child, who is already a pupil at a school, may have SEND and they want to know what to do next. SEN Information Reports should therefore be easy to read, family-friendly documents.

### **What is the difference between a SEN Information Report and the setting's SEND Policy?**

Broadly speaking, the setting's SEN Policy should be a description of the settings philosophy on how it approaches the area of SEND. It should include overarching statements of how a setting complies with legislation and reflect the principles of how it adheres to key relevant legislation.

The SEND Policy should include information that makes it clear what a person can expect from the setting, without necessarily going into all of the details of how this is to be achieved.

The SEN Information Report is more detailed information as to how a setting is to achieve the statements that are made in the SEND Policy and deals with the implementation of the policy. For example, the SEND Policy may make statements about inclusion and how the setting ensures that all pupils are able to access the learning environment to maximise learning. The SEND Information Report would explain how this is to be achieved, for example it may explain the training staff receive, how pupils with additional needs are supported or what mechanisms can be put in place to make the teaching available in the setting accessible to all.

### **How should the SEN Information Report be written? What is good practice?**

The SEN Information Report needs to be compliant with the law but it is also an opportunity for schools to give children, young people and their families an insight into the ethos, values and culture of the setting.

Local Authorities encourage the use of images/audio (photographs, pictures, diagrams, charts, video, one-page easy-read summaries) that will help to make an SEN Information Report easier to read and understand.



The SEN Information Report should be written in simple, accessible English. It should be dated to show that it has been reviewed at least annually. It is best practice to involve pupils with SEND and their parent/carers in the review of the SEN Information Report.

### **What does the Code of Practice 2015 say?**

4.34 Schools have additional duties under the SEND Regulations 2014. Schools must publish more detailed information [than the local authority] about their arrangements for identifying, assessing and making provision for pupils with SEN.

4.35 The information must also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils, the facilities provided to assist access for disabled pupils and the school's accessibility plans. The school-specific information should relate to the school's arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.

### **What does the Children and Families Act 2014 say?**

#### *69 SEN information report*

*(1) This section imposes a duty on—*

- (a) the governing bodies of maintained schools and maintained nursery schools in England, and*
- (b) the proprietors of Academy schools.*

*(2) A governing body or proprietor must prepare a report containing SEN information.*

*(3) "SEN information" is—*

*(a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;*

*(b) information as to—*

- (i) the arrangements for the admission of disabled persons as pupils at the school;*
- (ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;*

*(iii) the facilities provided to assist access to the school by disabled pupils;*

*(iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).*

*(4) In this section—*

*"disabled person" means a person who is a disabled person for the purposes of the Equality Act 2010;*

*"disabled pupil" includes a disabled person who may be admitted to a school as a pupil.*



## What needs to be published in the SEN Information Report?

*Code of Practice 2015 Chapter 6 (6.79)*

<b>Information which MUST be included in the SEN Information Report</b>	<b>Information included? Yes/no</b>
The kinds of SEN that are provided for	yes
Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO	yes
Arrangements for consulting parents of children with SEN and involving them in their education	yes
Arrangements for consulting young people with SEN and involving them in their education	yes
Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	yes
Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society	yes
The approach to teaching children and young people with SEN	yes
How adaptations are made to the curriculum and the learning environment of children and young people with SEN	yes
The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured	yes
Evaluating the effectiveness of the provision made for children and young people with SEN	yes
How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN	yes
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying	yes
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families	yes
Arrangements for handling complaints from parents of children with SEN about the provision made at the school	yes
Information on where the local authority's Local Offer is published	yes
<b>Information which SHOULD be included in the SEN Information Report</b>	<b>Information included? Yes/no</b>
Arrangements for supporting children and young people who are looked after by the local authority and have SEN.	yes
Information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns.	yes
Details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.	yes
Details of how the curriculum is adapted or made accessible for pupils with SEN.	yes