

Schedule 1 Regulation 51

(Special Educational Needs and Disability Regulations 2014)

Information to be included in the SEN Information Report for Schools

The SEN Information covers a set of information as laid out in:

- schedule 1 regulation 51 from the Special Educational Needs & Disability Regulations 2014, which includes the governing body's policy and practice for pupils at the school with special educational needs (statements in black below); and
- Equality and Disability information:
- the school's admission arrangements for pupils with SEN or disabilities;
- the steps the school have taken to prevent pupils with SEN from being treated less favourably than other pupils;
- the facilities provided to assist access to the school by disabled pupils;
- the accessibility plan the governing body has written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010.

Black text: represents schedule 1 regulation 51 ie the governing body's policy and practice for pupils at the school with special educational needs;

Red text: the SE7 questions.

Blue text: comments, ideas, suggestions, but not exhaustive.

The guidance below each section provides an illustration of the types of information that can be included. The questions in red bold are those voiced within SE7 Pathfinder and are based on information that parents have said they would like to know.

1. The kinds of special educational needs for which provision is made at school.

State whether the school is a mainstream setting or whether it is a special school. If a mainstream school then a statement on inclusion could be included here. If a special school then the types of special educational needs that the school caters for. Both types of school may wish to include their school vision. "All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- ✚ achieve their best,
- ✚ become confident individuals living fulfilling lives, and
- ✚ make a successful transition into adulthood, whether into employment, further or higher education or training.'

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN." (SEND 0-25 Code of Practice, 2015, p92)

2. Information in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

How does the school know if children/young people need extra help and what should I do if I think my child or young person may have special educational needs?

Include information about:

- ✚ how the school identifies children/young people with special educational needs? This could include: the role of the SENCo, the SEN Team including roles and responsibilities.
- ✚ how the school decides when a child/ young person is having difficulties in accessing learning? Include information about the schools core approaches to pupil progress, attainment, behaviour and how these provide information alongside teachers' assessments and experiences of pupils, in comparison to their peers. (Draft CofP, p74)
 - o Details of tests used to support identification of difficulties etc and how these are used, of additional support offered to the family in relation to accessing education, links with outside agencies, particularly how the school uses this support and works in partnership with other agencies.

3. Information about schools policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans including:

(a) how the school evaluates effectiveness of its provision for such pupils;

Include information about:

- ✚ the school's systems, processes and criteria for evaluating the effectiveness of its provision for pupils with SEN. The draft Code refers to 'Assess, Plan, Do, Review' (p74)
- ✚ how does the school know how effective its arrangements are?
- ✚ how are Governors involved in monitoring and evaluating effectiveness and what are their responsibilities? How the school judges whether any additional support offered has had an impact on the child's/young person's educational progress.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

How will both you and I know how my child/ young person is doing and how will you help me to support my child/young person's learning?

Include information about:

- ✚ how the school knows how well children/young people with special educational needs are doing: in class, intervention sessions/support?
- ✚ how the school communicates this with parents/carers?
- ✚ how it makes parents/carers aware of progress that their child/young person should be making?
- ✚ opportunities for regular contact with parents/carers about things that have happened at school eg as home/school book?
- ✚ what opportunities for parents/carers to discuss a child/young person's progress with the staff in addition to the normal parent meetings?
- ✚ how the school explains how learning is planned and how parents/carers help to support this outside of the school?

(c) the school's approach to teaching pupils with special educational needs;

How will school staff support my child/ young person?

How will the curriculum be matched to my child/young person's needs?

Include information about:

- ✚ the school's approach to differentiation and how this supports children/young people. (approaches, strategies, learning styles, resources, time, outcomes, additional adults etc).
- ✚ the skills that school staff have to support differentiation. How will this help the child/young person to make progress?
- ✚ how the school records their actions and observations of the child?
- ✚ how the school gathers the child's views?
- ✚ how the school approaches the identification of need and the matching of those to appropriate provision?
- ✚ Explain the different roles that school staff have in supporting young people.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

Include information about:

- ✚ how the school adapts the curriculum and learning environment? This could refer to the overall inclusion statement.
- ✚ how the school applies reasonable adjustments to meet the range of special educational needs. Explain how learning is planned for pupils with special educational needs including group and individual adaptations to the curriculum.

(e) additional support for learning that is available to pupils with special educational needs;

How is the decision made about what type and how much of support my child/young person will receive?

How are the school's resources allocated and matched to children's/ young people's special educational needs?

Include information about:

- ✚ the additional support and types of support that are offered to children/young people with special educational needs.
- ✚ how decisions are made about additional support, who will be involved and their role in the decision making process. How parents are involved in the process?
- ✚ access arrangements that can be made available for public examinations.

(f)how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

How will my child be included in activities outside the school classroom including school trips?

Include information about:

- ✚ extra-curricular activities available for children/young people at the school. Make clear whether children with special educational needs will be able to access all these activities and how the education setting assists the children/young people to do so.
- ✚ how parents/carers are involved in planning for activities or trips.
- ✚ support that is provided during breaks, lunch breaks and at the beginning and end of the day.

(g)support is available for improving the emotional and social development of pupils with special educational needs;

What support will there be from my child's overall well-being?

Include information about:

- ✚ the pastoral, medical and social support available in the school for children with special educational needs and disabilities.
- ✚ the building of children's/ young people's independence and resilience?
- ✚ how the administration of medicines is managed and the providing of personal care?
- ✚ what support is there for behaviour, avoiding exclusions and increasing attendance?
- ✚ ensuring the safety of the children/young people?
- ✚ how children/young people able to contribute their views?
- ✚ how children/young people including those with SEND are supported to contribute to all parts of school life, including school councils or roles of responsibility?

4. In relation to mainstream schools and maintain nursery schools, the name and contact details of the SEN coordinator.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

What specialist services and expertise are available for access by this school?

What training are the staff supporting children and young people with SEND had or are having?

Include information about:

- ✚ the approach to training and development of staff enabling them to support children with special educational needs. Include recent and future planned training and disability awareness relating to education and the well-being of the child or young person, relevant training providers and levels of achievement, other types of support to enhance training.
- ✚ the preparation for a child coming to the school who had needs that they have not previously supported.
- ✚ say whether there are specialist staff working at the school and their qualifications.
- ✚ explain other services the school accesses including health, therapy and social care services.
- ✚ include any specialist organisation that provides support eg related to mental health.

6. Information about how the equipment and facilities to support children and young people with special educational needs will be secured.

How accessible is the school environment (indoors and outdoors)?

Include information about:

- ✚ general information about the school's accessibility.
- ✚ is the building fully wheelchair accessible?
- ✚ have there been any improvements in the auditory and visual environment?
- ✚ are there disabled changing and toilet facilities?
- ✚ does the school have disabled parking bays?
- ✚ any equipment, facilities that are routinely provided.
- ✚ how equipment and facilities to support children/ young people with special educational needs that are additional to and different from those already provided are secured?
- ✚ how families are included and how the school works with other services to secure this provision and how advice is secured and applied.

7. The arrangements for consulting parents of children with special educational needs about and involving them in their education.

How are parents involved in the school? How can I be involved?

Who can I contact further information?

Include information about:

- ✚ the inclusion statement is important, include general statement about working with parents/carers. arrangements for involvement and consultation with parents/carers for example routine parents evenings, new parents visits, open mornings, parent learning sessions etc.
- ✚ in addition when parents/carers can discuss their child's progress with key staff.

8. The arrangements for consulting young people with special educational needs about and involving them in their education.

Include information about:

- ✚ how children/ young people contribute their views, particularly in relation to their provision and support, reference the expectations and views of engaging children/ young people in decision making.
- ✚ how children/young people are supported to ensure their voice is heard particularly if the school has specialist staff for links with other services.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Include information about:

- ✚ who should be the first point of contact if a parent wishes it discuss something about their child.
- ✚ who parents/carers can talk to if they are worried,
- ✚ the schools general approach to resolving concerns.
- ✚ how the school communicates with parents and the measures employed to ensure that concerns are addressed.
- ✚ the formal complaints policy and where information about this can be found.

10. How the governing body involves other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and supporting the families are such pupils.

Include information about:

- ✚ other professionals and organisations that provide support to children/ young people and the school.
- ✚ staff who have undertaken specialist training to support specific roles.
- ✚ any specialist staff working at the school and their qualifications.
- ✚ any other services the school accesses including health, therapy and social care services.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Include information about:

- ✚ how parents/carers/young people are signposted to organisations, services etc that can provide additional support. Who would be the first point of contact if a parent wanted to discuss something about their child/young person with that service.
- ✚ say who else has a role in their child's/young person's education?
- ✚ who parents can contact if they are worried.
- ✚ who parents contact if they are considering whether their child/young person should join the school?
- ✚ name the SEN Co-ordinator and explain how they can be contacted.
- ✚ where can parents find the Local Authority Local Offer?

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

How will the school prepare and support my child/ young person to join the school transfer to a new setting or the next stage of education in life?

Include information about:

- ✚ the approach to transition.
- ✚ how the school works with other education settings to transfer information.
- ✚ who is responsible for providing this support and the timescales involved. Include support for any work experience or out of school activities.

13. Information on where the local authority's local offer is published.

Include information about:

- ✚ how the school links to the local authority local offer and how this information is made available to parents.
- ✚ the school's contribution to the LA Local Offer.

You may also wish to consider links with other school policies and legislation such as:

- ✚ Working Together to Safeguard Children (2013);
- ✚ Keeping Children Safe in Education (2014);
- ✚ Mental Health and Behaviour in Schools (2014);
- ✚ The Children Act 1989: Children Looked After with SEN;
- ✚ Equality Act 2010 & Accessibility Plan;
- ✚ Managing Medicines' (2013);
- ✚ Admissions.

Schools should also be aware that in cases where the governing body receives a request from parents to provide a paper copy of information published online it must comply with this request without charging for it.

The above information should be kept up to date and reviewed at least annually.