



Guidance notes for SEN Information Report

Version 1 January 2017

Appendix 'B'

Overview

All educational providers from Child Minders to Further Education Colleges have a statutory duty under the SEND Code of Practice (CoP) to have arrangements in place to support children and young people with SEND. This support starts with the approach to the early identification of needs, through to the support that is provided at each of the steps through the Graduated Response to pupils with SEN Support. This collection of information is commonly known as the Providers Local Offer, and this should link to the Local Authorities Local Offer, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>, as well as the Local Authorities Local Offer linking back to establishment. This information should be regularly reviewed and updated, in partnership with other local education providers, children and young people, parent/carers and the Local Authority.

Mainstream schools and academics, maintained nursery schools, 16 to 19 academics, alternative provision academies and Pupil Referral Units, also have a statutory duty to annually publish their SEN Information Report.

Lancashire County Council would encourage all educational providers to produce and publish a SEN Information Report, as this is recognised by the Department for Education (DfE) and OFSTED as good practice.

Guidance for Completion

This guidance reflects the statutory guidance from the DfE in the CoP, and pulls on good practice from the national Association of Special Educational Needs (NASEN). The statutory requirements are detailed in the CoP 6.79 – 6.83. Lancashire County Council would encourage all educational providers to use the following template to produce their SEN Information Report.

SCHOOL NAME

School Logo

**SEN Information Report
Date**

Name of the Special Educational Needs/Disabilities Coordinator:

Contact details:

The kinds of SEND we provided for.

You should make clear whether you are a mainstream setting or whether you are a special school setting.

Given details of the kinds of special educational needs for which you can make provision.

If a mainstream setting then your statement of inclusion or relevant sections of your admissions policy can be added here.

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

How do you identify children/young people with special educational needs and disabilities (SEND)?

How do you decide when a child/young person is having difficulties in accessing learning? Give details of any tests, assessment tools, monitoring, tracking that you use to support identification of difficulties and so on, and how they are used. How is a child/young person's progress towards their targets and outcomes reviewed?

What are the roles of the Class Teacher, Nursery Nurse, Room Manager, SENCO, Disability Manager, SEN team, Inclusion Teacher or Team, Family Support Worker, etc. in this?

What additional support is offered to the family in relation to accessing education? What links with outside agencies and particularly how you use this support and works in partnership with other agencies.

If a child/young person or their parent/carer thinks they have a special educational need, who do they discuss this with in your establishment?

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

How do you inform children and young people that you think they have a special educational need?

How are children and young people able to contribute their views, in relation to their aspirations & goals, the provision for them and how they can best be supported?

How are children and young people informed of the progress you think they are making? And how do you gather their view of the progress they are making?

What are your expectations and view on engaging children and young people in both operational and strategic decision making? How do you make this happen?

How are children and young people supported to ensure that their voice is heard?

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

How do you inform the parents and carers of children and young people that you think they have a special educational need?

How are the parents and carers of children and young people able to contribute their views, in relation to their aspirations & goals for their child/young person, the provision for them and how they can best be supported?

How are the parents and carers of children and young people informed of the progress you think they are making? And how do you gather their view of the progress they are making?

What are your expectations and view on engaging with the parents and carers of children and young people in both operational and strategic decision making? How do you make this happen?

How are the parents and carers of children and young people supported to ensure that their voice is heard?

This should cover the general arrangements for involvement and consultation with parents, such as parents' evenings, new parents' visits, headteacher open mornings and parent learning sessions, as well as the additional opportunities available for parents and carers of children/young people with additional needs including the opportunity to discuss their children's progress with key staff.

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

How does the school approach the identification of need and the matching of those needs to appropriate provision?

What is your approach to differentiation and what are the skills that school staff have to support this specifically around special educational needs?

How does this help the child/young person with special educational needs to make progress? For example, how does an individual education plan, pupil passport/profile, a learning and observation journal impact the learning?

Explain the different roles that your staff have in supporting children/young people with special educational needs.

How accessible is the school environment?

Include here general information about the school's accessibility. Are the buildings fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? Does the school have disabled parking bays?

What reasonable adjustments can be made around the buildings limitations?

What equipment and facilities that are routinely provided? How will equipment and facilities be secured to support children/young people with special educational needs that are additional to and different from those already provided? Add information about the way that families are included and how the school works with other services to secure this provision and how advice is secured and applied.

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

How is the decision made about the type and quantity of support my child/young person receives?

How are resources needed for children/young people with special educational needs allocated?

How are decisions made about additional resources made?

Who is involved and their role in the decision-making process?

How is support for children/young people with special educational needs allocated?

How are decisions made about additional support made?

Who is involved and their role in the decision-making process?

How are decisions, resources and support on access arrangements that can be made available for public examinations?

How are parents involved in this process?

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

How do you know how well children/young people with special educational needs are doing?

How do you communicate this to the child/young person and their parents/carers?

How does the child/young person and their parents/carers know how much progress that their child/young person should be making?

What opportunities are there for regular contact with parents/carers about things that have happened at your organisation, such as a home-school book?

How do you explain how learning is planned and delivered and how parents/carers help to support this at home?

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

Outline your approach to the training and development of staff to enable them to support children/young people with special educational needs.

Explain how you would prepare for a child/young person coming who had needs that they have not previously supported.

Say whether you have specialist staff working and what their qualifications are.

Explain what other services the school accesses, including health, therapy and social care services. Include any specialist organisations that provide support, such as those related to mental health. This should also include recent and future planned training and disability awareness relating to education and the well-being of the child or young person.

Identify particular strengths in relation to your inclusion and overall statements.

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

What are your arrangements for transition for children/young people with special educational needs and how do you work with other education settings to transfer information?

Who is responsible for providing support through this?

What are the timescales involved?

What support do you have for any tasters, transition days, work experience or out-of-school activities?

How are the Preparing for Adulthood Outcomes and Aspirations discussed and captured? This is a statutory duty from Year 9 onwards, but recognised good practice for all ages.

How will my child/young person be included in activities outside the classroom, including school trips?

What extracurricular activities does the school run?

How are these made available for children and young people with special educational needs? Make clear how you assist the children/young people to do so.

How are children/young people and their parents/carers involved in planning for any activities or trips, and about the support that is provided?

What support and arrangements do you have in place during lunchtimes and breaks and at the beginning and end of the school day.

What support will there be for my child/young person's overall well-being?

What is your pastoral, medical and social support available for children with special educational needs and disabilities?

How do you manage the administration of medicines and provision of personal care?

How do you support behaviour, avoiding exclusions and increasing attendance?

How do you ensure the safety of the children/young people with special educational needs? Do you specifically report on issues of bullying specifically against children/young people

with special educational needs? How do you prevent bullying of children/young people with special educational needs?

How do children/young people with special educational needs contribute to all parts of your organisations life, including school councils, Class Reps, or roles of responsibility?

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

What reports on the outcomes of children/young people with special educational needs do you create?

Are the view of children/young people with special educational needs sought?

Are the view of parent/cares of children/young people with special educational needs sought?

Who are these various reports presented to? How is this information scrutinised? How are improvements identified and actioned?

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

What other professionals and organisations provide support to children/young people with special educational needs at your organisation?

How is this accessed? How often?

What services do you access around health, therapy and social care services?

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

Outline who should be the first point of contact if a child/young person wishes to discuss something about their special educational need, and your general approach to resolving concerns. Explain how you communicate with children/young people and the measures employed to ensure that concerns are addressed.

Outline who should be the first point of contact if a parent/carer wishes to discuss something about their child/young person, and your general approach to resolving concerns. Explain how you communicate with parents/carers and the measures employed to ensure that concerns are addressed.

Outline your formal complaints policy and where information about this can be found.

Where can I find the contact details of support services for the parents of children/young people with SEND?

Outline how you seek to signpost children/young people and their parents/carers with special education needs to organisations and services that can provide additional support.

Where can I find information on where the local authority's local offer is published?

Our Local Offer - Insert link to your establishments Local Offer

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>