



# Checklist for Statutory Requirements to be Included in School Website

Information taken from:

## **What maintained schools must publish online**

The information that schools maintained by their Local Authorities must publish on their websites

Updated April 2021 Red Areas show recent changes

Details		RAG	Comments
<b>School Contact Details:</b>	Your school's name		
	Your school's postal address		
	Your school's telephone number		
	The name of the member of staff who deals with queries from parents and other members of the public		
	The name and contact details of your special educational needs co-ordinator (SENCO) if you are a mainstream school.		

Details	RAG	Comments
<p><b>Ofsted Reports:</b> You must do one of the following:</p>		
<p><b>Performance Tables:</b></p>		
<p><b>Admission Arrangements:</b></p>		

- a copy of your school's most recent Ofsted report **OR**
- a link to the report on the Ofsted website

You must include a link to the school and college performance tables and your school's performance tables page.

**Foundation Schools and Voluntary Controlled Schools**

If the school's governing body decides your admissions, you must publish your school's admission arrangements each year and keep them up for the whole school year.

You must explain:

- how you'll consider applications for every age group;
- what parents should do if they want to apply for their child to attend your school;
- your arrangements for selecting the pupils who apply (if you are a selective school);
- your 'over-subscription criteria' (how you offer places if there are more applicants than places).

You must also publish a timetable for organising and hearing admission appeals for your school by the 28 February each year.

**This must:**

- include a deadline for lodging appeals which allows those making an appeal at least 20 school days from the date of notification that their application was unsuccessful to prepare and lodge their written appeal;
- include reasonable deadlines for those making an appeal to submit additional evidence, for admission authorities to submit their evidence and for the clerk to send appeal papers to the panel and parties;
- ensure that those making an appeal receive at least 10 school days' notice of their appeal hearing;
- ensure that decision letters are sent within 5 school days of the hearing wherever possible.

**OR**

**Community Schools and Voluntary Controlled Schools**

If the local authority manages your admissions process, refer parents to the local authority to find out about your school's admission and appeal arrangements.

Details		RAG	Comments
<p><b>Curriculum:</b> You must publish</p> <p>Your approach to the curriculum should also include how you are complying with your duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 about making the curriculum accessible for those with disabilities or special educational needs.</p>	The content of the curriculum in each academic year for every subject, including Religious Education even if it is taught as part of another subject or subjects, or is called something else.		
	The names of any phonics or reading schemes you are using in KS1.		
	A list of the courses available to pupils at KS4, including GCSEs.		
	How parents or other members of the public can find out more about the curriculum your school is following.		
<p><b>Equality Objectives:</b></p>	<p>As public bodies, local-authority-maintained schools must comply with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. This means you must publish:</p> <ul style="list-style-type: none"> <li>• details of how your school complies with the public sector equality duty - you must update this every year</li> <li>• your school's equality objectives - you must update this at least once every 4 years</li> </ul> <p><u>The Equality Act 2010 and Advice for Schools</u> provides information as to how your school can demonstrate compliance, for example, including details of how your school is:</p> <ul style="list-style-type: none"> <li>• eliminating discrimination (see the Equality Act 2010)</li> <li>• advancing equality of opportunity – between people who share a protected characteristic and people who do not share it</li> <li>• consulting and involving those affected by inequality, in the decisions your school or college takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community)</li> </ul> <p>(Comment : More specific guidance here)</p>		

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<b>Values and Ethos:</b>	Your website should include a statement of your school's ethos and values.		
<b>Behaviour Policy:</b>	<p>You must publish details of your school's behaviour policy.</p> <p>The policy must comply with Section 89 of the Education and Inspections Act 2006.</p> <p>Read guidance on developing and publishing your school's behaviour policy</p>		
<b>School Complaints Procedure:</b>	<p>You must publish details of your school's complaints procedure, which must comply with <u>Section 29 of the Education Act 2002</u>.</p> <p>Read <u>guidance on developing your school's complaints procedure</u>.</p> <p>You must also publish (as part of your <u>SEND information report</u>) any arrangements for handling complaints from parents of children with SEND about the support the school provides.</p> <p>(Comment: This specifically now says it should be published as part of your SEND Information Report).</p>		
<b>Charging and Remissions Policies:</b>	<p>You must publish your school's charging and 'remissions' policies (this means when you cancel fees). The policies must include details of:</p> <ul style="list-style-type: none"> <li>• the activities or cases where your school will charge pupils' parents;</li> <li>• the circumstances where your school will make an exception on a payment you would normally expect to receive under your charging policy.</li> </ul> <p>Read about school charging and remission.</p>		

Details	RAG	Comments
<p><b>Key Stage 2 (KS2) Results:</b></p> <p>You must publish the following details from your school's most recent key stage 2 results as published by the Secretary of State:</p> <p><b>Schools are not required to publish their exam and assessment results from 2019 to 2020 academic year as these have not been published as performance measures by the Secretary of State. You must, however, continue to display your 2018 to 2019 performance measures until new performance measures are published. You should clearly mark that these performance measures are not current. There's further information on <a href="#">school and FE accountability expectations for the 2019 to 2020 academic year</a>.</b></p>	<ul style="list-style-type: none"> <li>• Progress scores in reading, writing and maths.</li> <li>• Average 'scaled scores' in reading and maths.</li> <li>• Percentage of pupils who achieved at least the expected standard in reading, writing and maths.</li> <li>• Percentage of pupils who achieved a higher standard in reading, writing and maths.</li> </ul>	
<p><b>Key Stage 4 (KS4) Results:</b></p> <p>You must publish the following details from your school's most recent key stage 4 performance measures as published by the Secretary of State (for most schools, the performance measures published for the 2018 to 2019 academic year):</p>	<ul style="list-style-type: none"> <li>• Progress 8 Score</li> <li>• Attainment 8 score</li> <li>• Attainment in English and maths - percentage of pupils achieving a grade 5 or above in GCSE English and maths.</li> <li>• English Baccalaureate (EBacc) average point score (APS) - in 2018, the EBacc attainment measure changed to an average point score, showing pupils' point scores across the 5 pillars of the EBacc.</li> <li>• We suggest that schools also publish the percentage of pupils that enter the English Baccalaureate (EBacc) staying in education or going into employment after key stage 4 (pupil destinations).</li> </ul>	

Details		RAG	Comments
<p><b>Key Stage 5 (16 to 18) Information:</b></p> <p>If your school operates a sixth form, you must publish the following details from your school's <a href="#">16 to 18 performance tables page</a> most recent key stage 5 (16 to 18) performance measures <a href="#">16 to 18 accountability headline measures guidance</a> as published by the Secretary of State (for most schools, the performance measures published for the 2018 to 2019 academic year):</p>	• Progress		
	• Attainment		
	• English and mathematics progress		
	• Retention		
	• Destinations		

<b>For the current academic year, you must include:</b>			
Details	RAG	Comments	
<p><b>Pupil Premium:</b></p> <p>You must publish a strategy for the school's use of the <u>pupil premium</u>. DfE has published templates to help schools present their <u>pupil premium strategy statements</u>. You may wish to plan your pupil premium use over 3 years. You should aim to update the online strategy statement by the end of the autumn term each year to reflect your plans for the academic year after assessing the needs of your pupils, both new and existing. For the current academic year, you must include:</p> <p style="color: red;">We understand that evaluating the pupil premium's impact in the 2019 to 2020 academic year will present difficulties as a result of reduced numbers of pupils having attended between March and July 2020. Instead, schools may wish to monitor and report on the grant's impact at the end of the current financial year, bearing in mind their duty to update this information at least annually, covering the whole period since September 2019.</p>	<ul style="list-style-type: none"> <li>Your school's pupil premium grant allocation amount</li> </ul>		
	<ul style="list-style-type: none"> <li>A summary of the main barriers to educational achievement faced by eligible pupils at the school</li> </ul>		
	<ul style="list-style-type: none"> <li>How you'll spend the pupil premium to overcome those barriers and the reasons for that approach</li> </ul>		
	<ul style="list-style-type: none"> <li>How you'll measure the effect of the pupil premium</li> </ul>		
	<ul style="list-style-type: none"> <li>The date of the next review of the school's pupil premium strategy</li> </ul>		
	<b>For the previous academic year, you must include</b>		
<ul style="list-style-type: none"> <li>How you spent the pupil premium allocation</li> </ul>			
<ul style="list-style-type: none"> <li>The effect of the expenditure on pupils (used to say eligible and other pupils)</li> </ul> <p style="color: red;"><b>HOT TO THE PRESS</b></p> <p style="color: red;"><b>7. Use of evidence</b></p> <p style="color: red;">From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's pupil premium guide, activities should include those that:</p> <ul style="list-style-type: none"> <li>• support the quality of teaching, such as staff professional development;</li> <li>• provide targeted academic support, such as tutoring; and</li> <li>• tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.</li> </ul> <p style="color: red;"><b>8. Accountability</b></p> <p style="color: red;">To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools' published reports.</p>			

Details		RAG	Comments
<p><b>Year 7 Literacy &amp; Numeracy Catch-up Premium:</b></p> <p>If your school has <u>received year 7 literacy and numeracy catch-up premium funding for the 2019 to 2020 academic year</u>, you must publish:</p> <p>As final payments of the Year 7 catch-up premium were made in relation to the 2019 to 2020 academic year, the 2020 to 2021 academic year will be the last year on which schools must report how this funding was used.</p>	<ul style="list-style-type: none"> <li>• Details of how you spent your allocation</li> </ul>		
	<ul style="list-style-type: none"> <li>• How your use of that allocation made a difference to the attainment of the pupils who benefit from the funding</li> </ul>		

## PE and Sport Premium for Primary Schools:

To help you plan, monitor and report on the impact of your spending, it's recommended that you download a template to record your activity. The Department has commissioned partners in the physical education and school sport sector to develop a template, which is available at:

- [The Association for PE](#)
- [Youth Sport Trust](#)

Details	RAG	Comments	
<p>If your school receives PE (physical education) and sport premium funding, you must publish:</p> <ul style="list-style-type: none"> <li>• the amount of premium received</li> <li>• a full breakdown of how it has been spent</li> <li>• the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment</li> <li>• how the improvements will be sustainable in the future</li> </ul> <p>You are also required to publish the percentage of pupils within your year 6 cohort who met the national curriculum requirement to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently, and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively</li> <li>• perform safe self-rescue in different water-based situations</li> </ul> <p><b>The following is not in any more "How you'll make sure these improvements are sustainable"</b></p>			
<p><b>Careers Programme Information</b></p>	<p>You must publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 pupils in accordance with Section 42A of the Education Act 1997. For the current academic year, you must include:</p> <ul style="list-style-type: none"> <li>• the name, email address and telephone number of the school's Careers Leader</li> <li>• a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme</li> <li>• how the school measures and assesses the impact of the careers programme on pupils</li> <li>• the date of the school's next review of the information published</li> </ul>		
<p>Read the statutory guidance for schools on careers guidance and access for education and training providers for more information. The statutory guidance also contains further information about a policy statement that you must publish to comply with section 42B of the Education Act 1997, commonly known as the 'Baker Clause'. The policy statement must set out the circumstances in which providers of technical education and apprenticeships will be given access to year 8 to 13 pupils.</p>			

	Details	RAG	Comments
<p><b>Governor's Interest</b></p>	<p>Your website should include an annual statement setting out the key issues that have been faced and addressed by the governing body over the last year, including an assessment of the impact of the governing body on the school. For academies, these details of their governance arrangements must also be provided within the governance statement of their published annual accounts</p> <p>(NB This is not statutory but is recommended in Governors Handbook</p> <p><a href="https://www.gov.uk/government/publications/governance-handbook">https://www.gov.uk/government/publications/governance-handbook</a></p> <hr/> <p>You must publish information on the governing body in line with the constitution of <u>governing bodies of maintained schools statutory guidance</u>. This should include:</p> <ul style="list-style-type: none"> <li>• details of the structure and responsibilities of the governing body and its committees</li> <li>• the full names of the Chair of the governing body and Chair of each committee</li> <li>• information about each governor, including their: <ul style="list-style-type: none"> <li>○ full name, date of appointment, term of office, date they stepped down (where applicable) and who appointed them (in accordance with the governing body's instrument of government)</li> <li>○ relevant business and financial interests including: <ul style="list-style-type: none"> <li>▪ governance roles in other educational institutions</li> <li>▪ any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners and close relatives)</li> </ul> </li> <li>○ attendance record at governing body and committee meetings over the last academic year</li> </ul> </li> </ul> <p>You should also publish the same information for associate members making it clear whether they have voting rights on any of the committees to which they have been appointed.</p>		
<p><b>Financial information</b></p>	<p>You must publish:</p> <ul style="list-style-type: none"> <li>• how many school employees (if any) have a gross annual salary of £100,000 or more in increments of £10,000 - we recommend using a table to display this</li> <li>• a link to the webpage which is dedicated to your school on the <u>schools financial benchmarking service</u> - follow the prompts to find your school's specific page</li> </ul>		

Details		RAG	Comments
<p><b>Coronavirus (COVID-19) catch-up premium</b></p>	<p>If your school gets the coronavirus (COVID-19) catch-up premium grant in academic year 2020 to 2021, you should publish details of:</p> <ul style="list-style-type: none"> <li>• how it is intended that the grant will be spent</li> <li>• how the effect of this expenditure on the educational attainment of those pupils at the school will be assessed</li> </ul> <p>Read further information on the coronavirus (COVID-19) catch-up premium.</p>		
<p><b>Remote Education</b></p>	<p>You must publish information about your school's remote education provision on your website. An optional <a href="#">template</a> is available to support schools with this requirement.</p> <p>Find out more about remote education expectations in the <a href="#">actions for schools during the coronavirus (COVID-19) outbreak</a>.</p>		
<p><b>Special Educational Needs (SEN) and Disability Information:</b></p> <p><b>Please note:</b></p> <p><b>There are SEND elements in the changes to Complaints Procedure and Curriculum.</b></p> <p><b>See these sections</b></p>	<p>You must publish an Information Report on your website about the implementation of your school's policy for pupils with SEN and should update it annually.</p> <p>You should update any changes occurring during the year as soon as possible. The report must comply with section 69 of the Children and Families Act 2014, meaning that it must contain:</p> <ul style="list-style-type: none"> <li>• the 'SEN Information' specified in schedule 1 to the Special Educational Needs and Disability Regulations 2014. (Statutory guidance on this is contained in section 6.79 to 6.82 of the Special educational needs and disability code of practice: 0 to 25 years)</li> <li>• information as to: <ul style="list-style-type: none"> <li>○ the arrangements for the admission of disabled pupils</li> <li>○ the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils</li> <li>○ the facilities you provide to help disabled pupils to access the school</li> <li>○ the plan prepared under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for: <ul style="list-style-type: none"> <li>▪ increasing the extent to which disabled pupils can participate in the school's curriculum</li> <li>▪ improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school</li> <li>▪ improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled</li> </ul> </li> </ul> </li> </ul>		

Details	RAG	Comments
1. The kinds of special educational needs for which provision is made at the school.		
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.		
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including - a) how the school evaluates the effectiveness of its provision for such pupils; b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs; c) the school's approach to teaching pupils with special educational needs; d) how the school adapts the curriculum and learning environment for pupils with special educational needs; e) additional support for learning that is available to pupils with special educational needs; 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; and g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.		
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.		
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.		
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.		
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.		
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.		
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.		
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 in supporting the families of such pupils		
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.		
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.		
13. Information on where the Local Authority's local offer is published.		

# Appendix A

## Guidance on the Information to be included in the SEN Information Report

(Specific new comments added in blue by SEND Team)

**The guidance below each statement is not expected to be an exhaustive list of information that should be included but rather an illustration of the types of information that can be included. Schools have found this useful in the past**

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

The school should make clear whether it is a mainstream setting or whether it is a special school. If a mainstream school then a statement on inclusion could be added here. If a special school then describe the types of special educational need the school caters for.

**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 may have special educational needs?*  
How does the school identify children/young people with special educational needs? Information that could be included here includes, 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. Details of any tests that the school uses to support identification of difficulties etc. and how they are used. Details of any additional support that is offered to the family in relation to accessing education and links with outside agencies, particularly how the school uses this support and works in partnership with other agencies. (NB To make this information accessible to parents and carers, abbreviations and acronyms need to be given in full when first mentioned. Do not assume that all parents know what CAMHS stands for, for example.)

**3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:**

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

- Include here the school's systems, processes and criteria for evaluating the effectiveness of its provision for pupils with SEN.
- How does the education setting know how effective its arrangements are?
- How are the Governors/Trustees involved in monitoring and evaluating effectiveness and what are their responsibilities? Include 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 is doing and how will you help me to support my child's learning? Include information on how the school knows how well children/young people with special educational needs are doing?
- How does the school communicate this to parents/carers and how does it make them aware of 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 school e.g. a home / school book? In addition to the normal reporting arrangements what opportunities are there for parents/carers to discuss a child/young person's progress with the staff?
- How does the school explain 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 the school staff support my child?
- How will the curriculum be matched to my child's/young person's needs? Include information about the school's approach to differentiation and the skills that school staff have to support this.
- How will this help the child/young person to make progress

- How does the school approach the identification of need and the matching of those needs to appropriate provision? What is the education setting's approach to differentiation and how does that support children/young people. Explain the different roles that school staff have in supporting young people. (A provision map can help to show very clearly the support that is on offer and to provide an overview of the programmes and interventions used with different groups of pupils.)

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

- How does the school adapt the curriculum and learning environment? This can refer to the overall inclusion statement. The school should make clear the reasonable adjustments that the school makes 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 the type and how much support my child will receive? Outline here the additional support and types of support that are offered to children/young people with special educational needs. Include information on how resources are allocated. Also include information on access arrangements that can be made available for public examinations. Describe how decisions are made about additional support, who will be involved and their role in the decision making process.
- How are parents involved in this process?

(f) ***Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;***

- How will my child be included in activities outside the school classroom including school trips? Include information on the extra-curricular activities that are available for children and 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. Include information about how parents/carers are involved in planning for any activities or trips. Include information about support that is provided during lunch times and breaks and at the beginning and end of the school day.

(g) ***Support that is available for improving the emotional and social development of pupils with special educational needs.***

- What support will there be for my child's overall wellbeing? Explain the pastoral, medical and social support available in the school for children with special educational needs and disabilities.
- How does the school manage the administration of medicines and providing personal care?
- What support is there for behaviour, avoiding exclusions and increasing attendance?
- How does the school ensure the safety of the children/young people?
- How are the children / young people able to contribute their views?
- How does the school support children/young people including those with SEND to contribute to all parts of school life , including school councils or roles of responsibility?

4. **In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

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

- What specialist services and expertise are available at or accessed by the school? Provision mapping can help to show what the school is offering from within its own resources and what is on offer from external agencies.

- What training have the staff supporting SEND had or what training are they having?
- Outline the schools approach to training and development of staff to enable them to support children with special educational needs. Explain how the school would prepare 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 what their qualifications are. Explain what other services the school accesses including health, therapy and social care services. Include any specialist organisation that provides support e.g. related to mental health. This should also include recent and future planned training and disability awareness relating to education and the wellbeing of the child or young person. This section should include details of mandatory and specialist training. Identify particular strengths in the school related to the school's inclusion and overall statements. Include details of relevant training providers, [dates training was undertaken](#) and levels of achievement. Include other types of support to enhance training.

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

- How accessible is the school both indoors and outdoors? Include general information about the school's accessibility. Is the building 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? Include information about any equipment, facilities that are routinely provided.
- How will equipment and facilities to support children and young people with special educational needs that are additional to and different from those already provided be secured? Include 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.

**7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

- How are parents involved in the school?
- How can I get involved?
- Who can I contact for further information? ([Take care to use current terminology. We no longer have a 'Parent Partnership' service; instead, we have SENDIASS \(Special Educational Needs and Disabilities Information, Advice and Support Service\).](#))
- The inclusion statement is important and you should also include a general statement about working with parents/carers. This should include the arrangements for involvement and consultation with parents, for example routine parents evenings, new parents' visits, Headteacher open mornings, parent learning sessions etc. In addition to this you should include any opportunities available for parents with children with additional needs to discuss their child's progress with key staff that are additional to and different from other children/young people at the school.

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

- Include here how children and young people are able to contribute their views, particularly in relation to provision for them and how they can best be supported. Reference to the ladder of participation and schools expectations and view of engaging children and young people in decision making can be made.
- How are children and young people supported to ensure that their voice is heard particularly if the school has specialist staff for links with other services e.g. Educational Psychology?

- 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.**
- Outline who should be the first point of contact if a parent wishes to discuss something about their child and the setting's general approach to resolving concerns.
  - Explain who the parent can talk to if they are worried.
  - Explain how the school communicates with parents and the measures employed to ensure that concerns are addressed.
  - Outline 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 in supporting the families of such pupils**
- Include details of other professionals and organisations that provide support to children/young people and the school/college, as well as details of staff who have undertaken specialist training to support specific roles.
  - Outline details of any specialist staff working at the school and their qualifications.
  - Describe 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.**
- This section should outline how the education setting seeks to signpost parents/carers/young people to organisations, services etc. that can provide additional support.
  - This section should outline who would be the first point of contact if a parent wanted to discuss something about their child/young person. Say who else has a role in their child's/young person's education? Explain who parents can contact if they are worried. Whom should parents contact if they are considering whether child/young person should join the school?
  - Name the SEN Coordinator and explain how they can be contacted.
  - Where can parents find the Local Authority's 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 to join the school, transfer to a new setting or to the next stage of education and life? Include information on the school's approach to transition.
  - How it works with other education settings to transfer information. Explain 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.**
- Explain how the school links to the Local Authority local offer and how the information is made available to parents.
  - Explain the school's contribution to the LA local offer.