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

Red Section shows latest Updates fro DFE April 2021 Red Areas show recent changes

Appendix A has been updated Dec 2021 to give more precise guidance

Details	RAG	Comments
School Contact Details: 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
Ofsted Reports: You must do one of the following:	• a copy of your school's most recent Ofsted report **OR** • a link to the report on the Ofsted website		
Performance Tables:	You must include a link to the <u>school and college performance tables</u> and your school's performance tables page.		

Admission Arrangements:	**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
Curriculum: You must publish 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.	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.		
Equality Objectives:	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: • details of how your school complies with the public sector equality duty - you must update this every year • your school's equality objectives - you must update this at least once every 4 years The Equality Act 2010 and Advice for Schools provides information as to how your school can demonstrate compliance, for example, including details of how your school is: • eliminating discrimination (see the Equality Act 2010) • advancing equality of opportunity – between people who share a protected characteristic and people who do not share it • 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) (Comment : More specific guidance here)		

Details	RAG	Comments
Values and Ethos: Your website should include a statement of your school's ethos and values.		
Behaviour Policy: You must publish details of your school's behaviour policy. The policy must comply with Section 89 of the Education and Inspections Act 2006. Read guidance on developing and publishing your school's behaviour policy		
School Complaints Procedure: You must publish details of your school's complaints procedure, which must comply with Section 29 of the Education Act 2002. Read guidance on developing your school's complaints procedure. You must also publish (as part of your SEND information report) any arrangements for handling complaints from parents of children with SEND about the support the school provides. (Comment: This specifically now says it should be published as part of your SEND Information Report).		
Charging and Remissions Policies: You must publish your school's charging and 'remissions' policies (this means when you cancel fees). The policies must include details of: • the activities or cases where your school will charge pupils' parents; • the circumstances where your school will make an exception on a payment you would normally expect to receive under your charging policy. Read about school charging and remission.		

Details	RAG	Comments
Key Stage 2 (KS2) Results: You must publish the following details from your school's most recent key stage 2 results as published by the Secretary of State: **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 school and FE accountability expectations for the 2019 to 2020 academic year.**		
• Progress scores in reading, writing and maths.		
• Average 'scaled scores' in reading and maths.		
• Percentage of pupils who achieved at least the expected standard in reading, writing and maths.		
• Percentage of pupils who achieved a higher standard in reading, writing and maths.		
Key Stage 4 (KS4) Results: 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):		
• Progress 8 Score		
• Attainment 8 score		
• Attainment in English and maths - percentage of pupils achieving a grade 5 or above in GCSE English and maths.		
• 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.		
• 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).		

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

	For the current academic year, you must include:		
	Details	RAG	Comments
Pupil Premium: 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: 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.	• Your school's pupil premium grant allocation amount		
	• A summary of the main barriers to educational achievement faced by eligible pupils at the school		
	• How you'll spend the pupil premium to overcome those barriers and the reasons for that approach		
	• How you'll measure the effect of the pupil premium		
	• The date of the next review of the school's pupil premium strategy		
	For the previous academic year, you must include		
	• How you spent the pupil premium allocation		
	• The effect of the expenditure on pupils (used to say eligible and other pupils) **HOT TO THE PRESS** **7. Use of evidence** 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: • support the quality of teaching, such as staff professional development; • provide targeted academic support, such as tutoring; and • tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support. **8. Acountability** 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.		

Details	RAG	Comments
Year 7 Literacy & Numeracy Catch-up Premium: 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: 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.	• Details of how you spent your allocation		
	• How your use of that allocation made a difference to the attainment of the pupils who benefit from the funding		

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
If your school receives PE (physical education) and sport premium funding, you must publish: • the amount of premium received • a full breakdown of how it has been spent • the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment • how the improvements will be sustainable in the future You are also required to publish the percentage of pupils within your year 6 cohort who met the national curriculum requirement to: • swim competently, confidently, and proficiently over a distance of at least 25 metres • use a range of strokes effectively • perform safe self-rescue in different water-based situations The following is not in any more "How you'll make sure these improvements are sustainable"		
Careers Programme Information	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: • the name, email address and telephone number of the school's Careers Leader • a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme • how the school measures and assesses the impact of the careers programme on pupils • the date of the school's next review of the information published		

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.

Details	RAG	Comments
Governor's Interest 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 (NB This is not statutory but is recommended in Governors Handbook https://www.gov.uk/government/publications/governance-handbook		

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:
• details of the structure and responsibilities of the governing body and its committees
• the full names of the Chair of the governing body and Chair of each committee
• information about each governor, including their:
  ○ 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)
  ○ relevant business and financial interests including:
    ▪ governance roles in other educational institutions
    ▪ any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners and close relatives)
  ○ attendance record at governing body and committee meetings over the last academic year
 	
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.		

Financial information You must publish: • 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 • 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		

Details	RAG	Comments
Coronavirus (COVID-19) catch-p premium If your school gets the coronavirus (COVID-19) catch-up premium grant in academic year 2020 to 2021, you should publish details of: • how it is intended that the grant will be spent • how the effect of this expenditure on the educational attainment of those pupils at the school will be assessed Read further information on the <u>coronavirus (COVID-19) catch-up premium</u>.		
Remote Education You must publish information about your school's remote education provision on your website. An optional <u>template</u> is available to support schools with this requirement. Find out more about remote education expectations in the <u>actions for schools during the coronavirus (COVID-19 outbreak</u>.		

Special Educational Needs (SEN) and Disability Information:
 	
Please note:
 	
There are SEND elements in the changes to Complaints Procedure and Curriculum.
 	
See these sections
 	
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.
 	
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:
 	
• 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)
 	
• information as to:
  o the arrangements for the admission of disabled pupils
  o the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
  o the facilities you provide to help disabled pupils to access the school
  o the plan prepared under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for:
    ▪ increasing the extent to which disabled pupils can participate in the school's curriculum
    ▪ 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
    ▪ improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled		

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 SEND Information Report

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.

COP:	DETAILS	RAG	COMMENTS
1 / 6.83	**The kinds of SEND for which provision is made at the setting** • The setting should make clear whether it is a mainstream setting or whether it is a special setting. Give details of the kinds of special needs, areas of need and ranges for which you can make provision. • If a mainstream setting then a statement on inclusion could be added here or relevant sections of your admissions policy can be added here		
2	**Information, in relation to mainstream settings and maintained nursery settings, about the setting's policies for the identification and assessment of children/young people with SEND** • How does the setting know if children/young people need extra help? • If a child/young person or their parent/carer thinks they have a special educational need, who do they discuss this with? • What should a Parent/Carer do if they think their child may have SEND? • How does the setting identify children/young people with SEND? Information could include: the role of the SENCO, the SEN Team or Pastoral team including roles and responsibilities. • How does the setting decide when a child/young person is having difficulties in accessing learning? Give details of any tests, assessment tools, monitoring, tracking tools that the setting uses to support identification of difficulties etc. 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 / Inclusion manager / SENCO / SEND team / Family support worker etc. in this? (graduated approach and the four-part cycle of **assess, plan, do, review**.) • What additional support is offered to the family in relation to accessing education? What links with outside agencies; particularly how the setting 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 SLCN stands for, for example.)		
2	**In relation to mainstream settings and maintained nursery settings, the name and contact details of the SEN co-ordinator.**		
	Information about the setting's policies for making provision for children/young people with SEND whether or not children/young people have EHC Plans, including:		
10	*How the setting evaluates the effectiveness of its provision for such children/young people* • What reports on the outcomes of children/young people with SEND does the setting create? Who are these reports presented to? How is this information scrutinised? How are improvements identified and actioned? • What systems, processes & criteria are utilised for evaluating the effectiveness of its provision for children/young people with SEND? • How does the education setting know how effective its arrangements are? Are the views of children/young people with SEND and their parents/carers sought? • How are the Governors/Trustees involved in monitoring and evaluating effectiveness and what are their responsibilities? Include how the setting judges whether any additional support offered has had an impact on the child's/ young person's educational progress.		
5	*The setting's arrangements for assessing and reviewing the progress of children/young people with SEND* • How does the Setting take the parent/carer views into account in relation to assessing the child/young person's needs and the progress they are making? Include information on how the setting knows how well children/young people with SEND are doing. • How does the setting communicate this information to parents/carers? 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 setting e.g. a home / setting book, Class Dojo? 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? Has the Setting signed up to the 'SEND a message' communication promise or completed the SEND communication audit? • How does the setting explain how learning is planned and how parents/carers can help to support this outside of the setting?		

7	***The setting's approach to teaching children/young people with SEND*** • How will the setting staff support the child/young person? • How will the curriculum be matched to the child's/young person's needs? Include information about the setting's approach to differentiation and the skills that setting staff have to support this. • How will this help the child/young person to make progress? • How does the setting 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 setting staff have in supporting young people. (N.B 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 children/young people.)		
8 / 6.82	***How the setting adapts the curriculum and learning environment for children/young people with SEND*** • How does the setting approach the identification of need and the matching of those needs to appropriate provision? • How does the setting adapt the curriculum and learning environment? This can refer to the overall inclusion statement. • How is learning planned for children/young people with SEND, including group and individual adaptations to the curriculum? • What is the approach to differentiation and what are the skills that setting staff have to support this specifically around SEND? o How does this help the child/young person with SEND 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 SEND. • The setting should make clear the reasonable adjustments that the setting makes to meet the range of SEND.		

7	***Additional support for learning that is available to children/young people with SEND***
	• How is the decision made about the type and how much support a child will receive?
	    o Outline here the additional support and types of support that are offered to children/young people with SEND. Include information on how resources are allocated.
	    o 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/carers involved in this process?		

11 / 6.82	***How the Setting enables children and young people with SEN to enagage in activities available with children and young people in the Setting who do not have SEN.*** • What extracurricular activities does the setting run? How are these made available for children and young people with SEND? Make clear whether children with SEND will be able to access all these activities and how the education setting assists 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 the support that is provided? How will SEND children be included in activities outside the setting classroom including trips? • What support & arrangements do you have in place during lunchtimes and breaks and at the beginning and end of the setting day?		

12	***Support for improving the emotional and social development of children/young people with SEND***
	• What support is available for children's overall wellbeing? Explain the pastoral, medical and social support available for children with SEND
	• How does the setting manage the administration of medicines and providing personal care?
	• What support is there for behaviour, avoiding exclusions and increasing attendance?
	• How does the setting ensure the safety of the children/young people with SEND?
	• How does the setting support children/young people including those with SEND to contribute to all parts of setting life , including setting councils, class reps or roles of responsibility?
	    o How are children /young people able to contribute their views? What arrangements are in place for listening to their views?
	• What measures does the Setting put in place to prevent bullying?
	    o Do you specifically report on issues of bullying specifically against children/young people with SEND? How do you prevent bullying of children/young people with SEND?		

9	**Information about the expertise and training of staff in relation to children and young people with and about how specialist expertise will be secured**		
	• What specialist services and expertise are available at or accessed by the setting? - Provision mapping can help to show what the setting is offering from within its own resources and what is on offer from external agencies.		
	• What training have the staff supporting SEND children/youn people had or what training are they having? (SEND training record/training plan)		
	• Outline the settings approach to training and development of staff to enable them to support children with SEND. Explain how the setting would prepare for a child coming to the setting who had needs that they have not previously supported.		
	• Do specialist staff work at the setting and what qualifications do they have?		
	• What other services does the setting access? Include 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 the particular strengths in the setting related to the setting'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.		
8	**Information about how equipment and facilities to support children and young people with SEND will be secured.**		
	• What equipment and facilities are routinely provided? How will equipment and facilities be secured to support children/young people with SEND that are additional to and different from those already provided? Add information about the way that families are included and how the setting works with other services to secure this provision and how advice is secured and applied.		
	• How accessible is the setting both indoors and outdoors? Include general information about the setting's accessibility. Is the building fully wheelchair accessible? What reasonable adjustments can be made around the buildings limitations?		
	• Have there been improvements in the auditory and visual environment?		
	• Are there disabled changing and toilet facilities?		
	• Does the setting 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 SEND be used and secured. Include information about the way that families are included and how the setting works with other services to secure this provision and how advice is secured and applied.		
3	**What arrangements does the setting make for consulting with the parents & carers of children/young people with SEND and involving them in their child's education?**		
	• How are parents/carers involved in the setting?		
	• 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/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/carers, 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		
	• Who can parents/carers contact for further information? – SENDIASS - (Special Educational Needs and Disabilities Information, Advice and Support Service)		

4	**What arrangements does the setting make for consulting with children/young people with SEND 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 be best supported? Reference to the ladder of participation and settings expectations and view of engaging children and young people in decision making can be made. • How are children/young people informed of the progress they are making? How do you gather their views on their progress? • What are your expectations and views on enagaging 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? Particularly if the setting has specialist staff for links with other services e.g. Educational Psychology?		
14	**Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of children/young people with SEND concerning the provision made at the setting.** • Outline who should be the first point of contact if parent/carers wish to discuss concerns & the approach to resolving concerns. • Explain who the parent can talk to if they are worried. • Explain how the setting communicates with parents/carers and children/young people and the measures employed to ensure that concerns are addressed. • Outline the formal complaints policy and where information about this can be found..		
13	**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 children/young people with SEND and in supporting the families of such children/young people** • Include details of other professionals and organisations that provide support to children/young people and the setting/college, as well as details of staff who have undertaken specialist training to support specific roles. How is this accessed? How often? • Outline details of any specialist staff working at the setting and their qualifications. • Describe any other services the setting accesses including health, therapy and social care services		
6.81	**The contact details of support services for the parents of children/young people with SEND, 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. • 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 setting? • Name the SEN Coordinator and explain how can they be contacted. • Where can parents find the Local Authority's Local Offer?		
6.81	**The setting's arrangements for supporting children/young people with SEND in transferring between phases of education or in preparing for adulthood and independent living.** • How does the setting prepare and support children/young people to join the setting, transfer to a new setting or to the next stage of education and life? Include information on the setting's approach to transition. • How does the setting work 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 setting activities. • What support is available for any tasters, transition days, work experience or out-of-setting 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 phases and age groups.)		
6.81	**Information on where the Local Authority's local offer is published.** • Explain how the setting links to the Local Authority local offer and how the information is made available to parents. • Explain the setting's contribution to the LA local offer. https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-		

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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 <u>implementation of the governing body's or the proprietor's policy for pupils with SEN.</u> The information published should be <u>updated annually and any changes to the information occurring during the year should be updated as soon as possible.</u> The information required is set out in the Special Educational Needs and Disability. Regulations 2014 and must include information about:

1. the kinds of SEN that are provided for
2. policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCo (mainstream schools)
3. arrangements for consulting parents of children with SEN and involving them in their child's education
4. arrangements for consulting young people with SEN and involving them in their education
5. 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
6. 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
7. the approach to teaching children and young people with SEN
8. how adaptations are made to the curriculum and the learning environment of children and young people with SEN
9. the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
10. evaluating the effectiveness of the provision made for children and young people with SEN
11. 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
12. 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
13. 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
14. arrangements for handling complaints from parents of children with SEN about the provision made at the school

6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

6.81 <u>Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.</u> It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.

6.82 In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

6.83 Schools should also make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.