



Checklist for Statutory Requirements to be Included in School Website – Sept 2022

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 from DFE September 2022

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) unless you are a special school.		
Ofsted Reports: You must do one of the following:	<ul style="list-style-type: none"> • a copy of your school's most recent Ofsted report <u>OR</u> • a link to the report on the Ofsted website 		
Performance Measures Website:	You must include a link to the school and college performance measures website and your school's performance measures page .		Note change of title

	Details	RAG	Comments
Admission Arrangements:	<p>As the school's governing body determines your admission arrangements, you must publish them on your website by 15 March each year (as set out in the <u>Admissions Code</u>). You must keep them on your website for the whole of the offer year (the school year in which offers for places are made).</p> <p>The admissions arrangements must explain:</p> <ul style="list-style-type: none"> • how you'll consider applications for each relevant age group at your school - this is the age group at which children are normally admitted to the school • what parents should do if they want to apply for their child to attend your school • your arrangements for selecting pupils who apply (if you are a selective school) • your over-subscription criteria (how you offer places if there are more applicants than places available) <p>You must also set out how your school's in-year applications will be dealt with by 31 August at the latest each year.</p> <p>If the school's governing body will manage in-year applications for your school, you must provide a suitable application form to enable parents to apply for an in-year place at your school. You must also provide a supplementary information form where necessary.</p> <p>If the school is to be a part of the local authority's in-year co-ordination scheme, you must provide information on where parents can find details of the relevant scheme.</p> <p>You must also publish a timetable for organising and hearing admission appeals for your school by 28 February each year.</p> <p>This must:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ those making an appeal to submit additional evidence ○ admission authorities to submit their evidence ○ 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 <p>OR</p> <p>Community Schools and Voluntary Controlled Schools</p> <p>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.</p>		<p>Change of wording including the date of 15th March added</p> <p>Words added</p> <p>Words Added</p>

Details		RAG	Comments
School Uniforms	<p>The department produces statutory guidance on the cost of school uniforms which schools must have regard to when developing and implementing their school uniform policy. This guidance requires schools to publish their uniform policy on their website.</p> <p>The published uniform policy should be easy to understand and, where a school has a school uniform, should:</p> <ul style="list-style-type: none"> • clearly state whether an item is optional or required • make clear if the item will only be worn at certain times of the year (for example, if it's summer or winter uniform) • make clear whether a generic item will be accepted or if a branded item is required • make clear whether an item can only be purchased from a specific retailer or if it can be purchased more widely, including from second-hand retailers 		NEW SECTION
	<p>Schools should publish on their website their opening and closing times and the total time this amounts to in a typical week (for example 32.5 hours).</p> <p>Schools should show the compulsory times they are open. This time runs from the official start of the school day (morning registration) to the official end of the compulsory school day. It includes breaks, but not optional before or after school activities.</p>		NEW SECTION
	<p>The content of the curriculum in each academic year for every subject, including mandatory subjects like Religious Education even if it is taught as part of another subject or subjects, or is called something else.</p>		
	<p>The names of any phonics or reading schemes you are using in KS1.</p>		
Curriculum: You must publish	<p>A list of the courses available to pupils at KS4, including GCSEs.</p>		
	<p>How parents or other members of the public can find out more about the curriculum your school is following.</p>		
	<p>You must also set out how over time you will increase the extent to which disabled pupils participate in the school's curriculum, as part of your school's accessibility plan. There are more details in the special educational needs and disabilities section.</p> <p>This content is not new but now specifically says it should be published in the Accessibility plan</p>		

Details		RAG	Comments
<p>Public sector equality duty</p> <p>Was called Equality Objectives but no real change to content</p>	<p>The Equality Act 2010: advice for schools outlines how your school can demonstrate compliance with the public sector equality duty – for example, including details of how your school is:</p> <ul style="list-style-type: none"> eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited under the Equality Act 2010 advancing equality of opportunity – between people who share a protected characteristic and people who do not fostering good relations between people who share a protected characteristic and those who do not consulting and involving those affected by inequality, in the decisions your school takes to promote equality and eliminate discrimination - affected people could include parents, pupils, staff and members of the local community <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"> 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 		<p>This bullet seems to be new</p>
Values and Ethos:	Your website should include a statement of your school's ethos and values.		
Behaviour Policy:	<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>		

Details		RAG	Comments
School Complaints Procedure:	<p>You must publish details of your school's complaints procedure, which must comply with section 29 of the Education Act 2002.</p> <p>Read guidance on developing your school's complaints procedure.</p> <p>You must also publish (as part of your SEN information report) any arrangements for handling complaints from parents of children with SEN about the support the school provides.</p>		
Charging and Remissions Policies:	<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"> 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. <p>Read about school charging and remission.</p>		
<u>Key stage 4 and 16 to 18 performance measures will be published</u> by the Secretary of State for the 2021 to 2022 academic year.	<p>For key stage 4 and 16 to 18 results, you will need to update your website to include the latest measures, which once published, will be based on tests, exams and assessments from the 2021 to 2022 academic year.</p> <p>Alongside your key stage 4 and 16 to 18 results, you may wish to add the following sentence:</p> <p>"Given the uneven impact of the pandemic on school and college performance data, the government has said you should not make direct comparisons between the performance data for one school or college and another, or to data from previous years."</p>		New Words

Details		RAG	Comments
<p>Key Stage 2 (KS2) Results:</p> <p>You do not need to publish your key stage 2 results for the academic year 2021 to 2022 on your website, as the Secretary of State will not publish this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic.</p> <p>You should continue to display your school's most recent key stage 2 performance measures, as published by the Secretary of State, on your website. For most schools, these will be the performance measures published for the 2018 to 2019 academic year.</p> <p>You should clearly mark that these performance measures are for the 2018 to 2019 academic year and are not current. For example, you could add the following sentence to your results:</p> <p>"The government will not publish KS2 school level data for the 2021 to 2022 academic year. They have archived data from the 2018 to 2019 academic year because they recognise that the data from that year may no longer reflect current performance."</p> <p>Wording amended</p>	<ul style="list-style-type: none"> • Progress scores in reading, writing and maths. 		(Note, the guidance does not specifically mention these measures but assumes they are known)
	<ul style="list-style-type: none"> • Average 'scaled scores' in reading and maths. 		
	<ul style="list-style-type: none"> • Percentage of pupils who achieved at least the expected standard in reading, writing and maths. 		
	<ul style="list-style-type: none"> • Percentage of pupils who achieved a higher standard in reading, writing and maths. 		

Details		RAG	Comments
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, once published, these will be the performance measures for the 2021 to 2022 academic year: (Wording changed to reflect this years data should be published)	<ul style="list-style-type: none"> • Progress 8 Score 		
	<ul style="list-style-type: none"> • Attainment 8 score 		
	<ul style="list-style-type: none"> • Attainment in English and maths - percentage of pupils achieving a grade 5 or above in GCSE English and maths. 		
	<ul style="list-style-type: none"> • English Baccalaureate (EBacc) average point score (APS) 		
	<ul style="list-style-type: none"> • 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
<p>Key Stage 5 (16 to 18) Information:</p> <p>If your school operates a sixth form, you must publish the most recent 16 to 18 performance measures, as published by the Secretary of State. For most schools, once published, these will be the performance measures for the 2021 to 2022 academic year:</p>	<p>Performance measures for the 2021 to 2022 academic year:</p> <ul style="list-style-type: none"> • attainment • retention • destinations <p><i>Progress performance measures</i></p> <p>If your school operates a sixth form, you do not need to display progress measures (level 3 value added), or an English and mathematics progress measure, for 16 to 18 students on your website. These measures will not be published for the 2021 to 2022 academic year.</p>		
<p>Pupil Premium:</p>	<p>All schools that receive pupil premium funding must publish a pupil premium strategy statement each year by 31 December.</p> <p>In the strategy statement, you must explain how your pupil premium and <u>recovery premium</u> is being spent and the outcomes that are being achieved for pupils. It's important that parents and governors understand this, and you should write it with them in mind.</p> <p>You must use the DfE template to produce your statement. This can be found alongside completed examples and guidance for school leaders on the <u>pupil premium</u> guidance page.</p> <p>The template has been designed to ensure that your statement reflects the requirements in the pupil premium <u>conditions of grant</u>. This includes a requirement for pupil premium and recovery premium to be spent in line with the department's 'menu of approaches' from the start of the 2022 to 2023 academic year. The menu can be found in the document 'Using pupil premium: guidance for school leaders', on the pupil premium guidance page.</p> <p>We recommend that you plan your pupil premium use over 3 years. If you do so, you are still required to update your statement each year to reflect your spending activity for that academic year and the impact of pupil premium in the previous academic year.</p>		<p>Criteria taken out but most probably because of reliance of template which forces inclusion</p>

PE and Sport Premium for Primary Schools:

- To help plan, monitor and report on the impact of your spending, partners in the physical education and school sport sector have developed a template. The template can be accessed through the [Association for PE](#) and [Youth Sport Trust](#) websites.
(The words 'Recommend you use the template' have been removed)

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">• the amount of premium received• a full breakdown of how it has been spent (or will be spent)• what impact the school has seen on pupils' PE and sport participation and attainment• how the improvements will be sustainable in the future <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">• 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			
Careers Programme Information	<p>You must publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 7 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">• 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		Note this was Year 8 last year. Unsure if this is a typo as year 8 is referred to further down this statement
<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, known as the 'provider access legislation'. 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> <p>This was referred to as the "Baker Access Clause" in previous years</p>			

Details		RAG	Comments
Governor's Interest	<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>https://www.gov.uk/government/publications/governance-handbook</p>		
	<p>You must publish information on the governing body in line with the constitution of governing bodies of maintained schools statutory guidance. This should include:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ▪ 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 <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> 		
Financial information	<p>You must publish:</p> <ul style="list-style-type: none"> • 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 schools financial benchmarking service - follow the prompts to find your school's specific page 		
Remote Education	<p>You should consider publishing information about your school's remote education provision on your website. An optional template is available to support schools with this.</p>		Words changed from must to should

Details		RAG	Comments
Special Educational Needs (SEN) and Disability Information:	<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 at least 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"> • 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: <ul style="list-style-type: none"> ○ the arrangements for the admission of disabled pupils ○ the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils ○ the facilities you provide to help disabled pupils to access the school ○ the plan prepared under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for: <ul style="list-style-type: none"> ▪ 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 		Words 'at least' added this year's document

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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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? <i>(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.)</i> 		
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	<i>How the setting evaluates the effectiveness of its provision for such children/young people</i> <ul style="list-style-type: none"> 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	<i>The setting's arrangements for assessing and reviewing the progress of children/young people with SEND</i> <ul style="list-style-type: none"> 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	<p><i>The setting's approach to teaching children/young people with SEND</i></p> <ul style="list-style-type: none"> • 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. <p>(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.)</p>		
8 / 6.82	<p><i>How the setting adapts the curriculum and learning environment for children/young people with SEND</i></p> <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> ○ 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	<p><i>Additional support for learning that is available to children/young people with SEND</i></p> <ul style="list-style-type: none"> • How is the decision made about the type and how much support a child will receive? <ul style="list-style-type: none"> ○ 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. ○ 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	<p><i>How the Setting enables children and young people with SEN to engage in activities available with children and young people in the Setting who do not have SEN.</i></p> <ul style="list-style-type: none"> • 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	<p><i>Support for improving the emotional and social development of children/young people with SEND</i></p> <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> ○ 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? <ul style="list-style-type: none"> ○ 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	<p>Information about the expertise and training of staff in relation to children and young people with and about how specialist expertise will be secured</p> <ul style="list-style-type: none"> • 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/young 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	<p>Information about how equipment and facilities to support children and young people with SEND will be secured.</p> <ul style="list-style-type: none"> • 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	<p>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?</p> <ul style="list-style-type: none"> • 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	<p>What arrangements does the setting make for consulting with children/young people with SEND about - and involving them in - their education?</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <ul style="list-style-type: none"> • 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	<p>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</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <ul style="list-style-type: none"> • 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	<p>Information on where the Local Authority's local offer is published.</p> <ul style="list-style-type: none"> • 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-Disabilities-SEND- 		

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 implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. 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 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. 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.