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

# September 2023

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**<br>● 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.<br>● 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**<br>● How does the setting know if children/young people need extra help?<br>● If a child/young person or their parent/carer thinks they have a special educational need, who do they discuss this with?<br>● What should a Parent/Carer do if they think their child may have SEND?<br>● 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.<br>● 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.<br>● 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**.)<br>● 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*<br>● 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?<br>● What systems, processes & criteria are utilised for evaluating the effectiveness of its provision for children/young people with SEND?<br>● 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?<br>● 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*<br>● 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.<br>● 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?<br>● How does the setting explain how learning is planned and how parents/carers can help to support this outside of the setting? | | 5 |

| | | | |
|---|---|---|---|
| 7 | ***The setting's approach to teaching children/young people with SEND***<br>● How will the setting staff support the child/young person?<br>● 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.<br>● How will this help the child/young person to make progress?<br>● 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.<br>(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 /<br>6.82 | ***How the setting adapts the curriculum and learning environment for children/young people with SEND***<br>● How does the setting approach the identification of need and the matching of those needs to appropriate provision?<br>How does the setting adapt the curriculum and learning environment? This can refer to the overall inclusion statement.<br>● How is learning planned for children/young people with SEND, including group and individual adaptations to the curriculum?<br><br>● What is the approach to differentiation and what are the skills that setting staff have to support this specifically around SEND?<br><br>    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?<br><br>● Explain the different roles that your staff have in supporting children/young people with SEND.<br>● 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***<br>● How is the decision made about the type and how much support a child will receive?<br>    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.<br>    o Also include information on access arrangements that can be made available for public examinations.<br>● Describe how decisions are made about additional support, who will be involved and their role in the decision making process?<br>● How are parents/carers involved in this process? | | |
| 11 /<br>6.82 | ***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.***<br>● 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?<br>● 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?<br>● 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_** <br> ● What support is available for children's overall wellbeing? Explain the pastoral, medical and social support available for children with SEND <br> ● How does the setting manage the administration of medicines and providing personal care? <br> ● What support is there for behaviour, avoiding exclusions and increasing attendance? <br> ● How does the setting ensure the safety of the children/young people with SEND? <br> ● 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? <br><br>     ○ How are children /young people able to contribute their views? What arrangements are in place for listening to their views? <br><br> ● What measures does the Setting put in place to prevent bullying? <br>     ○ 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? |  |  | 12 |

| 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** <br>● 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. <br>● What training have the staff supporting SEND children/youn people had or what training are they having? (SEND training record/training plan) <br>● 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. <br>● Do specialist staff work at the setting and what qualifications do they have? <br>● 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. <br>● 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.** <br>● 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. <br>● 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? <br>● Have there been improvements in the auditory and visual environment? <br>● Are there disabled changing and toilet facilities? <br>● Does the setting have disabled parking bays? Include information about any equipment, facilities that are routinely provided. <br>● 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?**<br>● How do you inform children and young people that you think they have a special educational need?<br>● 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.<br>● How are children/young people informed of the progress they are making? How do you gather their views on their progress?<br>● 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?<br>● 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.**<br>● Outline who should be the first point of contact if parent/carers wish to discuss concerns & the approach to resolving concerns.<br>● Explain who the parent can talk to if they are worried.<br>● Explain how the setting communicates with parents/carers and children/young people and the measures employed to ensure that concerns are addressed.<br>● 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**<br>● 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?<br>● Outline details of any specialist staff working at the setting and their qualifications.<br>● 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.**<br>● This section should outline how the education setting seeks to signpost parents/carers/young people to organisations, services etc.<br>● 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?<br>● Name the SEN Coordinator and explain how can they be contacted.<br>● 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.**<br>● 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.<br>● 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.<br>● What support is available for any tasters, transition days, work experience or out-of-setting activities?<br>● 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.**<br>● Explain how the setting links to the Local Authority local offer and how the information is made available to parents.<br>● Explain the setting's contribution to the LA local offer.<br>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 <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 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.