SAY
SEND AND YOU
SENDIAS

SEN Information Report Resource

Introduction

The Omnibus survey of pupils and their parents or carers (wave 6) published in 2019 stated that 36% of parents/carers who considered their child to have SEND did not know if their child's school had a SEN information report. Less than a third of parents/carers (29%) who said their child's school had a SEN information report said they were invited to help produce the report. The writers of the report say this suggests that schools have more to do to secure the wider coproduction culture that was envisaged by the 2014 SEND reforms.

The SEND reforms brought about the Children and Families Act 2014 which is underpinned by a set of Principles. The principles set out a duty on Local Authorities to provide children, young people and parents with information and advice to support participation. Ensuring that they are provided with contact details about their local SEND Information, advice and support service is a quick and easy way to ensure this duty is partly met. The SEN Information Report published on school websites also plays an important role in setting out how each school is fulfilling that duty.

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Purpose of this guidance

This guidance has been written for Governing Bodies of maintained schools, maintained nursery schools and the proprietors of academy schools. It aims to offer schools support in fulfilling the statutory duty to publish an SEN policy on your website as described under the Children and Families Act 2014, the SEND Regulations 2014 and the Equality Act 2010 by:

- Setting out the duties covered in the legislation so that schools can feel confident that they are compliant
- Offering a series of resources to support schools in engaging with families of children with SEND at their schools with the purpose of reviewing and co-producing their published SEN Information report.

Resources in this pack

A – Information sheet setting out the duties to comply with the legislation and important sections of the SEN Information report that must be included. This will include references to specific parts of the law where relevant and hints on what else should or could be included.

B – Further information on schools duties to offer Information, advice and guidance and how your SENDIAS Service can support you.

C – A fact sheet on the duties of Local Authorities to meet the needs of Looked After (and previously looked after) Children who have or may have SEN.

D – Resource pack for engaging with children, young people and their parents/carers to review and co-produce the SEN Information Report.

A – Information Sheet setting out duties on schools

Part 1

The SEND Code of Practice (6.79-6.82) sets out the specific duties that governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must comply with when publishing information their policy for pupils with SEN on their website.

The duty specifies that 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. **The approach to teaching children and young people with SEN.**

This should take into consideration the four broad areas of need as described in the Code of Practice 6.27-6.35) and could include different strategies used depending on the type of need

3. **The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

A – Information Sheet setting out duties on schools (cont.)

This may include any pastoral or mentoring support offered to those with mental health needs (where these have been identified as relating to SEN) as well as other intervention support, CPD for staff, qualifications as well as how/when external support is secured.

4. **Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools).**

Policies for identifying and assessing needs across all types of settings should be compliant with the graduated approach as described in the Code of Practice. It would be good practice to ensure that this links to any Local Authority policies on identifying and assessing needs. Please note the SEND Code of Practice "The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils."

5. **Arrangements for consulting parents of children with SEN and involving them in their child's education AND**
6. **Arrangements for consulting young people with SEN and involving them in their education.**

It may be worth noting here the Principles of the Children and Families Act 2014 specifying duties on Local Authorities to have regard to the

A – Information Sheet setting out duties on schools (cont.)

views, wishes and feelings of children, their parents and of young people themselves and to aid the participation of children and young people in making decisions about their education. Policies which set out how schools identify and assess need must ensure they consider how they engage with children, young people and their families and should clearly show how outcomes, actions and support plans have been compiled with pupils, parents and carers in partnership.

7. **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 the assessment and review 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.

8. **How adaptations are made to the curriculum and the learning environment of children and young people with SEN (you may wish to consider your duties under 69 of the CFA, noted at part 2, and include these in this section)**

A – Information Sheet setting out duties on schools (cont.)

This could include considering what physical adaptations have been made to the building to be able to accommodate those with physical or sensory impairments such as ramps, lifts, hoists or hearing loops. However, it should consider how those with physical impairments and those with hidden disabilities can access the curriculum. This can include the layout of the classroom, access to library books and other resources, additional equipment or software used, additional teaching staff or learning mentors, strategies employed by teaching staff and consideration to how those with sensory difficulties can access assemblies and school plays. Bear in mind the Equality Act duty to be inclusive.

9. **Evaluating the effectiveness of the provision made for children and young people with SEN**

You may want to consider here how the Special Educational Provision set out in EHCP's or Individual SEN support plans (or IEPs) are monitored in accordance with outcome progression, since Ofsted will expect to see rigorous approach to monitoring. This is in addition to the more generalised additional SEN provision provided to those with lower levels of need. Provision mapping resources to assist can be found **by clicking here**. In addition, this should include children, parents and carers' views on the effectiveness of the provision in place to support their child and how this is gathered.

A – Information Sheet setting out duties on schools (cont.)

10. **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**

You may wish to address this point in number 8 above.

11. **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.**

You may wish to consider including this information in earlier sections at points 3 and 6 or **link to the Government guidance**.

12. **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**

You may wish to consider including information on this at points 3 and 4 and should ensure that the policy includes information about how parents, children and young people can access the SENDIAS Service as well as the Local Offer (SEND Code of Practice 6.81).

A – Information Sheet setting out duties on schools (cont.)

13. Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

This should include arrangements for supporting children and young people who are looked after by the local authority and have SEN. (6.80 SEND Code of Practice). Please also see attached at Section C a fact sheet on the duties of Local Authorities to meet the needs of Looked After (and previously looked after) Children who have or may have SEN.

Part 2

In addition to complying with the Code of Practice, the report must also comply with section 69 of the Children and Families Act 2014, meaning that it must contain information as to:

- 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:
    - increasing the extent to which disabled pupils can participate in the school's curriculum
    - improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

A – Information Sheet setting out duties on schools (cont.)

It is worth noting that under the Equality Act 2010 a person is considered to be disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. In accordance with the SEND Regulations this includes conditions where functioning may not be impaired such as Cancer, HIV and MS as well as considering hidden disabilities such as Autism, sensory processing disorders, ADHD etc. Please consider reviewing all of your policies such as behaviours and attendance policies with this definition in mind.

Finally, there is a further requirement that 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. As set out in the introduction of this report, you may wish to consider reviewing your SEN Information offer in co-production with children and young people and their families who attend your school. This particular element of the Code lends itself to co-production and could be one area in which you could engage their views and feedback. Please see Section D for further ideas and strategies if you are interested in pursuing this.

Further resources:

Ofsted publication - Schools and parents

Parental engagement: A guide for governing boards

B – Further useful resources and how your SENDIAS Service can support you

Click the links below for access to more useful resources on how your SENDIAS service can support you.

- Understanding SENDIASS for Professionals
- SEND and You for Young People
- SEND and You Information Leaflet (English)
- SEND and You Information Leaflet (Polish)
- SEND and You Information Leaflet (Somali)
- SEND Coffee Morning Leaflet

C – Fact sheet on the duties of Local Authorities to meet the needs of Looked After (and previously looked after) Children who have or may have SEN

Click the link below for access to a fact sheet on the duties of Local Authorities to meet the needs of Looked After (and previously looked after) Children who have or may have SEN.

- Local Authority duties in meeting the educational needs of looked after children with SEND

D –Tips and resources for engaging with children, young people and their parents/carers to review and co-produce the SEN Information Report

TIPS FOR EFFECTIVE PARTICIPATION & ENGAGEMENT

1. Identify what the barriers to participation are & remove them.

Barriers may include:

- Location of meetings and timings
- Perception that nothing will change and views not be listened to
- Lack of confidence/worry about putting forward views/ access issues

Steps which can be taken to remove these barriers:

- Host meetings in a comfortable location at convenient times
- Communicate clearly about the purpose of engagement and the reason why views are being sought. Be honest and realistic about how those views will be used.
- Put participants at ease. No particular knowledge or skills are needed. Make sure that those with additional barriers, such as, difficulty reading, having English as an additional language or health needs can access & understand information and participate. Offer a range of different methods and formats to gather views.

D –Tips and resources for engaging with children, young people and their parents/carers to review and co-produce the SEN Information Report (cont.)

2. **Be clear about what will be expected & what participants will gain from being involved.**

E.g. attendance is needed at one meeting only or at several meetings as part of an ongoing group. By being involved, you will help us to improve xxxxxxxxxx which will benefit xxxxxx.

3. **Prioritise – focus on specific issues.**

Break things down into bite sized chunks. Avoid jargon. Make sure that participants understand exactly what is being asked of them.

4. **Explain the context or reason why engagement is being sought.**

E.g. we get a low response rate to surveys sent out in the school newsletter. We want to improve the response rate. We want to ask you, why you think this is and whether there are other methods we could use which would help with this.

5. **What will happen after? Timescales?**

- E.g. we will pull all responses together into a report. This will be completed in 4 weeks' time by…

D –Tips and resources for engaging with children, young people and their parents/carers to review and co-produce the SEN Information Report (cont.)

6. **Show people who engaged that you respect and value their contribution by showing what the outputs of their involvement were. This will help to show the people who have engaged that their contribution is respected and valued.**

How were the views used? What has changed? What will happen next?

D - Further resources

- Council for Disabled Children - Information About participation strategies

- Council for Disabled Children - Factsheet #1 Methods and Levels of Participation

- Council for Disabled Children - Disabled Children and the Equality Act 2010: what teachers need to know and what schools need to do

- Scotland's Commissioner for Children and Young People - 'Children and Young People's Views on Participation and Principles for Practice'

- Scotland's Commissioner for Children and Young People - Golden Rules for Participation (children)

- Scotland's Commissioner for Children and Young People - Golden Rules for Participation (young people)