

What is a SEN information report?

Under the Children and Families Act 2014 the governing body or proprietor of maintained schools, maintained nursery schools and academy schools **must** publish information on their websites about the implementation of the setting's policy for pupils with SEN.

This information should be updated annually, with any changes to the information that occurs through the year being updated as soon as possible.

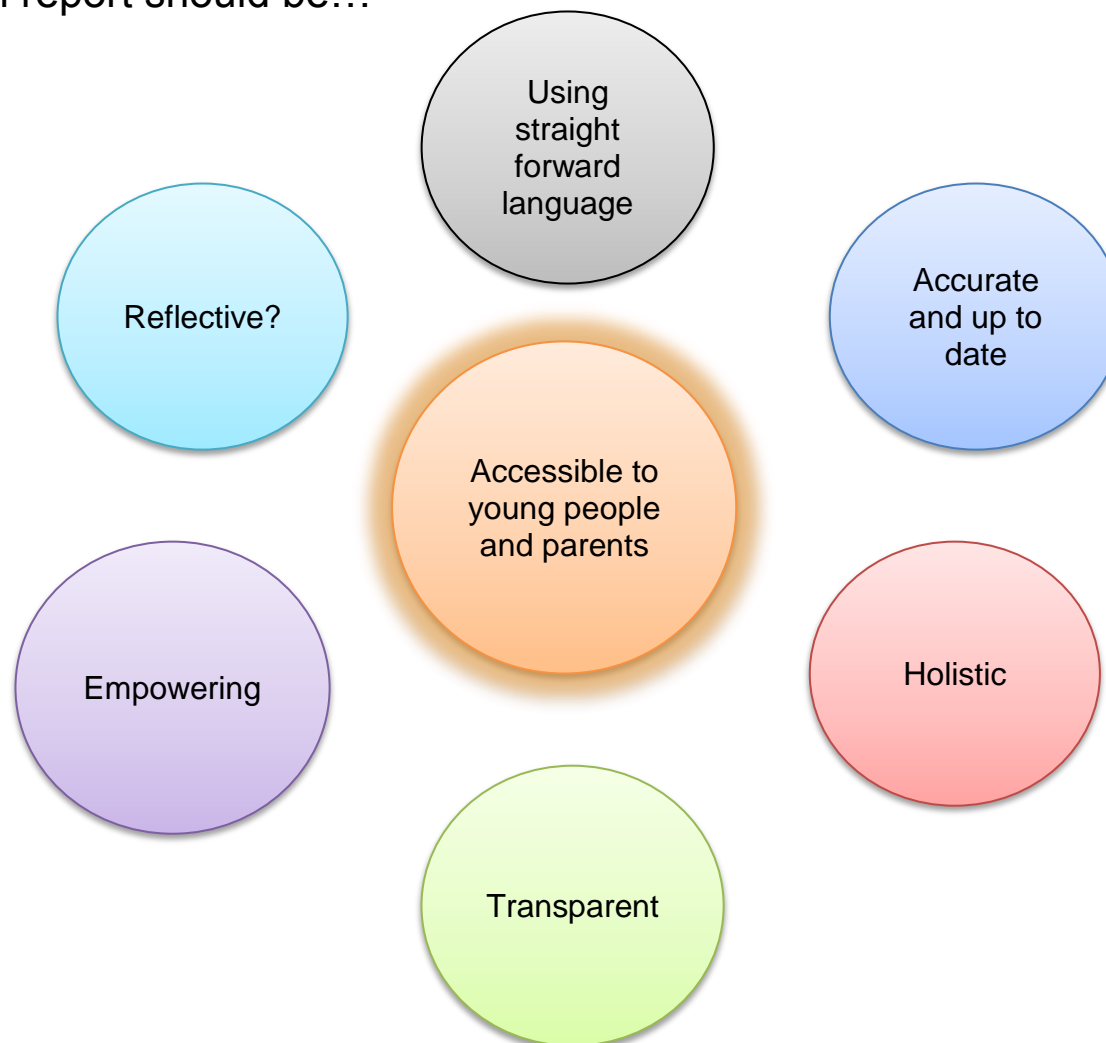
The information that is required is set out in the Special Education Needs and Disability Regulations 2015 and is covered in Chapter 6 (para ref 6.79) of the Special Education Needs Code of Practice 2015.

Whilst the Code of Practice makes this duty a requirement of maintained schools, maintained nursery schools and academy school, other settings such as independent schools, independent nursery schools and post 16 colleges may wish to give due consideration to producing a similar document in order to support parents and young people who require information regarding the support available for children and young people with SEND.

The SEN Information report **must** include information about:

- The kinds of SEN that are provided for.
- Policies for identifying children and young people with SEN including assessing their needs.
- The name and contact details of the SENCo
- Arrangements for consulting with the parents of children with SEN and involving them in their child's education.
- Arrangements for consulting young people with SEN and involving them in their education.
- Arrangements for reviewing children and young people's progress towards outcomes.
- Arrangements for supporting children and young people between phases of education, including preparing for adulthood.
- Approaches to teaching children and young people with SEN.
- Adaptations that are made to the curriculum and the learning environment.
- The expertise and training of staff to support children and young people with SEN.
- Evaluating the effectiveness of provision made for children and young people with SEN.
- How children with SEN are able to engage in activities in the setting available to all.
- The support offered to improve social and emotional development, for example the pastoral arrangements.
- How the setting involves the support from other bodies, including health and social care.
- Arrangements for handling complaints.

The SEN Information report should be...



Using straight forward language

As children get older they should be increasingly involved in understanding what a setting can offer them in order to meet their identified needs.

The language of a setting's SEN Information report should be straight forward, jargon free and easily accessible. This will help parents and young people understand the information available to them.

Accurate and up to date

Schools **must** update the information in an SEN Information Report annually. This will ensure that young people and parents are able to understand what they can reasonable expect to get from the support offered by a setting, at the current time.

In some cases it will be necessary to up date information more frequently, especially if there has been a fundamental change in the provision offered or arrangements in place

Holistic

A SEN Information report should include information that could support a pupil in a range of ways. This will mean that the SEN information report must include information such as how the school engages wider support services such as health services and social care.

The SEN Information report must also identify how the school will support a pupil with SEN and their emotional and social development; this should include the use pastoral arrangements to help with issues such as bullying.

Open and Transparent

The report should include clear, realistic pathways for parents and young people to follow that are easy to follow. How decisions are made should be clear, with information included about who is available should support be needed, what support is available should any disagreements arise.

Empowering

By clearly stating what support is available in a setting, the SEN Information Report will allow young people and parents to make informed decisions about their future, a central theme of the Code of Practice. Clarity of information will allow settings to be held to account by parents and young people and will also help manage expectations about what is available in that setting and avoid future misunderstandings.

Reflective?

Most guidance produced to support settings in the creation of effective SEN Information reports, suggest a forward looking document. Most guidance suggests a range of key points and questions an information report should include in order to identify what a school *will* do to support pupils with SEN. Most schools have published SEN information reports based on this concept of a singularly forward looking document.

But what about reflective practice???

Through reflecting on what the setting *has* done a setting is able to demonstrate to young people and parents the results of evaluating practice. Using this knowledge, through the act of reflection, can create increased confidence in the content of the SEN Information report and can encourage proactive thinking with regards to the provision offered in a setting.

Ways that information could be communicated include...

What expertise do the staff team have with regards to meeting the needs of pupils with SEN?

Straight Forward language	<p>Ann Example has been SENCo at the school since 2014 and has recently completed her Master's Level National SENCo Award Qualification. Ann has completed a number of qualifications relevant to working with children with SEND including a Post Graduate Certificate of Education in Autism (Children).</p> <p>There are currently 22 members of staff who work within the SEN department of the school. 20 of these are staff who work directly with pupils, either supporting them in class or delivering intervention in small group and individual sessions.</p>
Accurate and up to date	<p>The school has recently employed a member of staff on a year long contract who is a qualified speech and language therapist (October 2016). This is in response to the high number of pupils who have been identified as having significant speech and language needs. This member of staff will work for two days a week helping deliver speech and language programmes to individuals who have been assessed as requiring additional support.</p>
Empowering	<p>There are currently two members of staff who have completed the accredited nurture group training and are responsible for delivering the nurture based curriculum within a specific programme.</p> <p>Due to the high number of pupils who would benefit from some of the provision offered through the school's nurture groups it is possible that there will be a short delay between a child having a specific need identified and when they are able to access the nurture group.</p>
Reflective	<p>In the past 12 months we have had 20 pupils who have accessed our nurture group interventions. Evidence shows that this has had a marked improvement in the attendance of those pupils who have had input from our nurture team and has resulted in more positive experiences in school. From the evidence we have accumulated over the past 12 months, and looking at the likely need in the coming year, the school have decided to invest in additional training for an additional higher level teaching assistant, increasing our capacity to offer nurture based interventions to those pupils identified as possibly benefitting from these approaches.</p>

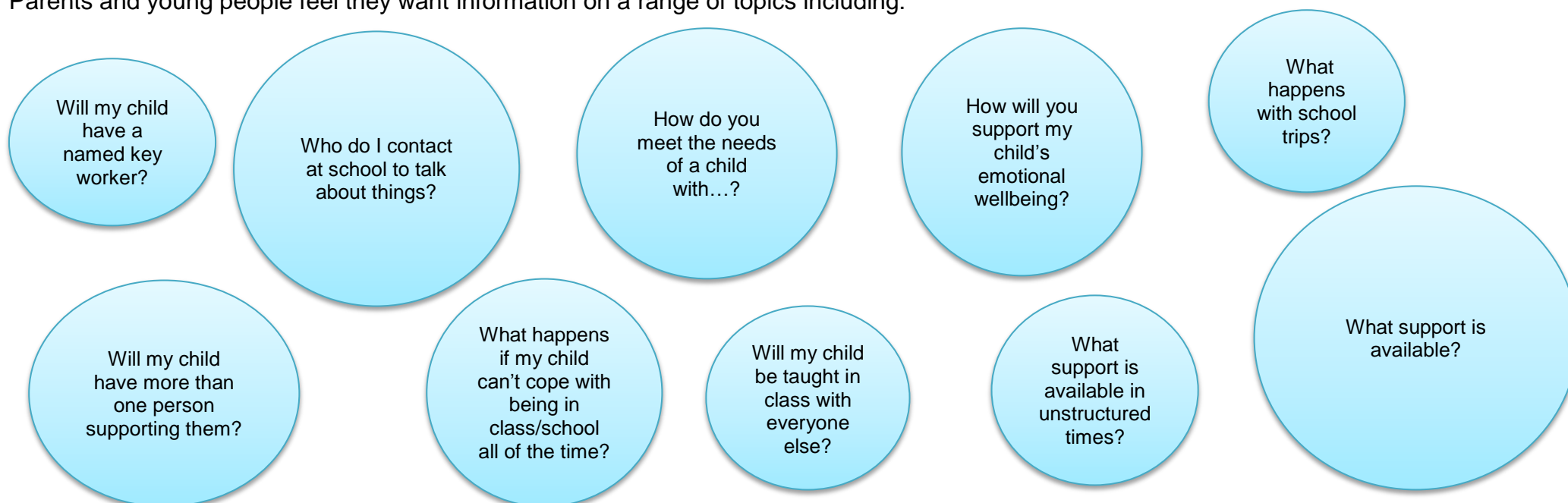
The information included above is an example of what the content of a section of the SEN Information report may look like; it is not intended to include all the information required.

Key questions to answer for parents and young people...

How are you going to help my child/me?

What is clear from speaking with parents and young people is that there is not one single piece of information that is seen as the single most important factor that covers all concerns. The information that parents and young people want to understand from a school's SEN Information report depends on their experiences and what is important to them as a family or individual.

Parents and young people feel they want information on a range of topics including:



*The size of the circles is representative of how many times the question was raised, the more parents/young people who felt the information was important, the bigger the circle.

Frequently asked questions

What documents have to be published on a setting's website with regards to SEN?

A setting must have a SEN policy published on their website as well as the setting's SEN Information report. Some settings refer to the SEN Information report as a 'school offer'. There is no stipulation in the code of practice that the SEN Information report has to be titled as such, and therefore, if settings wish to call this document their 'school offer', this is acceptable. If a setting decides to refer to this document as a 'school offer' it may be prudent to clarify as part of the introductory paragraph that this is the setting's response to the statutory duty to publish information about the provision that is offered in the setting.

According to paragraph 3 of schedule 10 to the Equality Act 2010, a setting must also publish an accessibility plan that:

- identifies how access will be developed to the physical environment of the site
- details how access to all areas of the curriculum offered by the setting will be improved.

Is there a set template that has to be completed with regards to a setting's SEN Information report?

No. Initially when the Code of Practice first came into force the local authority published guidelines on the type of information schools needed to publish to meet their statutory requirements. As part of this advice a template was produced to guide schools to the information they should be publishing. There is no requirement for settings to follow a particular template and it is acceptable for individual settings to create a document that suits their setting, whilst meeting the statutory requirements.

Is there a set format for how the SEN Information Report should be published?

No. The SEN Code of Practice makes it clear that the SEN Information Report should be accessible to parents and pupils. This will mean that settings will have to consider how they publish the information to make it accessible to all. This may require the setting to be creative in the way information is published; it is possible that a setting may have more than one format of the same document to increase its accessibility. Exploring different media options may improve the accessibility, for example using visual mediums like video and engaging pupils to pose questions to be answered by relevant members of staff.

Who should create the SEN Information Report

It is the responsibility of the governing body to publish a SEN Information report and therefore it is important that the governing body have ownership of the content of the report. It will be important for the governing body to liaise with the school SENCo and Head Teacher to decide the content of the information report. This document sets out the key information as to how the school delivers support to children and young people with SEND and therefore it is essential that the information is accurate, up-to-date and schools are mindful that they may face challenge if it is considered they have fallen short of delivering what is contained within.

What is the difference between a SEN Information Report and the setting's SEND Policy?

Broadly speaking, the setting's SEN Policy should be a description of the settings philosophy on how it approaches the area of SEND. It should include overarching statements of how a setting complies with legislation and reflect the principles of how it adheres to key relevant legislation. The SEND Policy should include information that makes it clear what a person can expect from the setting, without necessarily going into all of the details of how this is to be achieved.

The SEN Information Report is more detailed information as to how a setting is to achieve the statements that are made in the SEND Policy and deals with the implementation of the policy. For example, the SEND Policy may make statements about inclusion and how the setting ensures that all pupils are able to access the learning environment to maximise learning. The SEND Information Report would explain how this is to be achieved, for example it may explain the training staff receive, how pupils with additional needs are supported or what mechanisms can be put in place to make the teaching available in the setting accessible to all.

How often should a SEN Information report be reviewed?

The SEN Information report must be reviewed every year, with any significant changes to the information contained during the year being updated as soon as possible. . If a setting is using past experiences to inform strategic planning there will be the need to update some information in the report every year.

Further information: Schools may contact their SEN Monitoring and School support Officer for further guidance. Email, senmonitoringofficers@gloucestershire.gov.uk

SEN Monitoring and School Support Team, Gloucestershire County Council (KN – April 2017)