SEND Information Report Supporting Guide

This document can be used by schools to support in the development of their SEND Information Report (SIR). It should be used as a guide in understanding what information is required in each section in order to meet the statutory requirements. This document has been designed in line with [The Special Educational Needs and Disability Regulations 2014 (legislation.gov.uk)](https://www.legislation.gov.uk/uksi/2014/1530/schedules/made)

# Top 5 Tips for an Accessible SEND Information Report

1. Make it visual. Avoid large chunks of text and include photos, pictures and diagrams where possible.
2. Make it easy to navigate. Ensure that parents can find information they require quickly and easily. This can be achieved via sub-headings or by using separate links for each section.
3. Make is clear. Avoid using technical language and abbreviations.
4. Ensure there is a way to download it! Parents can ask for a paper copy.
5. Keep it up to date! Review annually and ensure the month and year of review is stated on the document. If there are any major changes, update these as soon as possible. OFSTED will check the SIR before a visit and use it as a guide to their questions and observations.

| **Does the SIR meet the statutory requirement?** | **Best Practice to meet Statutory Requirements** |
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| 1. The SIR explains the different kinds of special educational needs the school makes provisions for. | * There are clear definitions of each of the four broad areas of SEND. * It is clear that pupils may have more than one area of SEND. * Ensure that full terms are used before introducing any kind of abbreviations (such as SEMH or SpLD). |
| 1. There is information around how a school identifies and assesses pupils with special educational needs. | -Explain that identification of SEND needs is a collaborative process between, staff, pupils and parents. External services may also contribute to this – for example health, social care and SENDSS.  - It may be beneficial to use a flow chart diagram to explain how the school identifies and assesses SEND needs  -Reference should be made to the following policies, using a hyperlink where appropriate for ease of access:   * The SEND policy * The accessibility policy * Safeguarding policies and procedures * The behaviour policy * The complaints procedure * Admissions policy * Equal opportunities statement/policy |
| 1. 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 | -There should be clear information on:   * How often pupils will be assessed * How the results of these assessments are communicated to pupils, parents and staff – for example via termly reports, parent’s evenings or through review meetings with the SENCo   -How the school uses assessment data to update and develop provision making changes where this is needed. |
| (b) the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs | -An explanation of the graduated response should be made.  -It is made clear when it would be appropriate to make a request for an assessment for an education and health care plan (EHCP) and how to go about this.  -Explain how parents and pupils will be involved in the review of progress and development of next steps.  -Provide details of any specialist assessments that may be requested, such as for dyslexia, and which services provide these. |
| (c) the school’s approach to teaching pupils with special educational needs | -In the first instance, refer to the Leicester City BERA documents providing hyperlinks to make it clear that in the first instance the school ensures they are providing an inclusive offer for all pupils.  -Detail how teachers will plan and deliver lessons, and that adaptations will be made as required in line with need and advice from professionals.  -List the range of adaptations that may be used by teachers for pupils with SEND including within lessons, unsupervised times and during transitions between different times of the day, including between lessons.  -Explain how the school will work to ensure pupils with SEND are engaged in their leaning. |
| (d) how the school adapts the curriculum and learning environment for pupils with special educational needs | --In the first instance, refer to the Leicester City BERA documents providing hyperlinks to make it clear that in the first instance the school ensures they are providing an inclusive offer for all pupils.  -Make explicit reference to the school’s accessibility policy.  -Explain how the curriculum is adapted for those who require it. For example, through alterations to group sizes, classroom organisation, timetabling and access arrangements for examinations.  -Make reference to technology that can be provided for pupils to make the curriculum more accessible. For example, by the use of laptops, reading pens and scribe software.  -Include how written information may be made more accessible. For example, by the use of a larger font, overlays, braille, reading pens and text to speech software.  -Include how pupils with long term medical needs are supported to access the curriculum. You may refer to adapting their timetable, providing interventions to fill any gaps in learning and links with the Children’s Hospital School.  -Explain how the physical environment is adapted for those pupils who need it. This could include adaptations to seating plans, altering transitions between lessons, the use of ramps, access to disabled toilets, providing quiet break out spaces and making changes to lightening where needed. |
| (e) additional support for learning that is available to pupils with special educational needs | -Make explicit reference to the range of interventions the school offers to support pupils across the 4 broad areas of SEND.  -Provide details on staff who focus on supporting pupils with SEND and their particular specialities.  -Make it explicit that provision for pupils with an EHCP will be provided in in line with section F requirements. |
| (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 | -Make reference to the school using all reasonable adjustments to ensure that pupils with SEND can engage in the activities of the school   * Support including peer and adult led * Therapies used * Any specialist equipment used * Changes to the physical environment made |
| (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs | -Make reference to the ethos and culture of the school and its inclusivity  -Detail the pastoral support that can be accessed including names of staff and specific interventions for emotional, mental and social development used by the school  -Reference any whole school approaches and any interventions used by the school which focus on emotional literacy  -Any external support pupils can access such as Mental Health Practitioners or counsellors. |
| 1. The name and contact details of the SENCo are included. | -Include the name and contact details of the SENCo. Provide details on working days and the best methods and times of the day to make contact.  -Provide details of any other members of the SEND team. |
| 1. 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. This includes the qualifications held by the SENCo. | -Include the qualifications that are held by the SENCo.  -Include information on any specialist SEND qualifications held by teachers and teaching assistants.  -List any recent staff and whole school SEND training undertaken by the school including who was involved in this training and the dates it was delivered. You may also like to mention any upcoming planned training for the academic year.  -Provide details of any specialist organisations or individuals that you may seek support from, such as an independent educational psychologist, mental health practitioners etc |
| 1. Information about how equipment and facilities to support children and young people with special educational needs will be secured. This includes a broad overview of how SEND funding has been spent in the last academic year and how it will be spent and how the school accesses additional funding through element 3 top up funding applications. | -Explain how the schools SEND notional budget has been used.  -Explain that where support is needed over and above that of the school’s inclusive offer, the school may apply for top up funding from the LA in collaboration with parents.  -Explain how any specialist equipment a pupil may need will be secured, for example through the hearing and vision impaired service. |
| 1. The arrangements for consulting with parents about the arrangements in place for supporting their child, both on a day to day basis and through more formal meetings. | -Explain the different ways parents/carers can communicate with the SENDCo on a day-to-day basis  -Include information on how parents/carers will be involved in discussions around their child or young person’s needs. For example, through review meetings, parent’s evenings, focused SEND meetings, home school communication books, home/school apps.  -Explain how school will use the information from parents/carers during these discussions / meetings. |
| 1. The arrangements for consulting young people with special educational needs to ensure they are aware of the support being provided to them by the school and that they are able to express their views in relation to this. | -Provide information on how the school will ensure that pupils are supported to understand their needs and are enabled to provide their views on the support they are receiving.  -Explain how the school will ensure that pupils with SEND will be advised of, and supported to access any activities that would support their needs outside of school hours. |
| 1. How a parent can make a complaint if they feel unhappy with the support their child is receiving for their special educational needs and how the school deals with any complaints. | -In the first instance, explain what parents/carers can do if they have concerns around the support for their child or young person. Emphasise the need for communication from all parties and the desire to work together for the best of the child or young person.  -Provide an outline of the procedure parents/carers should follow if they feel the need to make a formal complaint to the school about the support in place for their child or young person.  -Include the contact details for SENDIASS and explain that this is an independent and confidential service which provides parents/carers with free and impartial advice. Include a hyperlink to the website and a link to a pdf of their parent leaflet where possible. |
| 1. Which external agencies the school may involve in assessing and supporting pupils with special educational needs and the referral process. This includes information on Education, health and social care services. | -Provide a list of any external agencies that the school works with, including what area of SEND they support and a broad summary of the work they do to support pupils.  -Where possible, provide links to any websites that would provide additional information. |
| 1. 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. | * List details of any support services parents can contact to seek advice. Where possible include: * A description of the service * Telephone numbers * An email address * Link to the website * Any PDF leaflets the service has produced |
| 1. 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. | -Detail when and how the school will start planning for transitions between phases of education. This should include how school will support pupils to consider and plan for their future.  -Explain how parents/carers will be involved in the discussions around transferring between phases of education.  -Explain how school will support parents/carers who are considering applying for a place for their child. It would be beneficial to include details of any open events or how parents can contact the school to ask for a tour.  -Explain how you will support pupils with SEND who are new to the school including:   * How you will help pupils with SEND who are new to the school settle in * How you build relationships with new parents/carers of pupils with SEND * How you will ensure all staff are clear on the needs of any new pupils with SEND |
| 1. Information on where the local authority’s local offer is published including a brief description of what this is and a hyperlink for parents to follow. | -Explain what the Local Offer is and how it can be used by parents/carers as a source of information and support.  -Include a hyperlink to the Leicester City Local Offer.  -Where possible, include information on dates for Local Offer Live |