



SEND Information Report

The SEND Code of Practice 2015 (chapter six page 79), states that 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 proprietor's policy for pupils with SEND (p106).

This published information should be updated annually and any changes that occur during the year should be updated as soon as possible. The information should be an account of the implementation of the policy, not what is aspirational.

The revised code (January 2015) sets out on page 106 (paragraph 6.79) that the SEND information report must include information about:

- 1) The kinds of special educational needs that are provided for
- 2) Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- 3) Arrangements for consulting parents of children with SEND and involving them in their child's education
- 4) Arrangements for consulting young people with SEND and involving them in their education
- 5) Arrangements for assessing and reviewing children and young people's progress towards outcomes, including 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 SEND
- 8) How adaptations are made to the curriculum and the learning environment of children and young people with SEND
- 9) The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

- 10) Evaluating the effectiveness of the provision made for children and young people with SEND
- 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 SEND
- 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 SEND and supporting their families
- 14) Arrangements for handling complaints from parents of children with SEND about the provision made at the school

The SEND Code of Practice 2015 requires schools to publish a SEND policy, contribute to the Brent SEND Local Offer and publish an annual SEND Information Report on their website.

Schools are required to have a SEND policy and publish an annual SEND Information Report. Schools should remove any reference to the school's Local Offer as the SEND Information Report replaces this.

In addition to the above 14 points, schools' SEND Information Reports should also:

- Include a link to Brent's Local Offer on their website. www.brent.gov.uk/localoffer
- Schools have to describe how Looked after Children Looked After with SEND will be provided for.
- Schools that have SEND Additionally Resourced Provision need to include this information in either their SEND Policy or their SEND Information Report.
- The SEND Information Report should refer to the latest version of the SEND Code of Practice 2015.
- Schools are required to say how their SEND provision is evaluated annually. For example the evaluation could include outcomes for pupils with SEND, the progress of SEND pupils with SEND, staff training, and provision map and pupil survey.
- Schools are required to review their SEND Information Report annually. Ofsted will be looking for evidence of impact of the SEND Information Report, which should be signed off by governors and made available.

Schools should include information about their updated equality, medical and accessibility policies / plans on their website.

They should also check that their safeguarding policies are up-to-date and account for KCSIE guidance (July 2015).

The following table provides a summary setting out the three forms of information, though the content may overlap.

	Brent Offer	SEND Local	SEND Policy	SEND Information Report
Responsibility	Local authority		Governing body/proprietor	SENCO, SLT and governors
Purpose	What's on offer for children and young people with SEND		How will it be delivered?	What is actually/has been delivered and evaluated?
Where published	LA portal		School website (and hard copy if requested)	School website (and hard copy if requested)
Involvement of CYP and families	Co-produced and feedback published online		Consultation	Copy supplied; feedback from parents may inform future reports
Updated	Periodically, at least once a year		Every three years	Annually
Children, young people and family friendly format required	Yes		Yes	Yes

Example of what should be included in the SEND Information Report

1) The kinds of SEND that are provided for

This is the kind of special educational needs for which provision is made at the school. The school must list all of the categories of special educational needs identified in the school population currently; this might include experience of other types of SEN/disabilities that have been supported in the past. For example, we currently support/include/provide for/resource for children/pupils/young people/students with sensory impaired, hearing impaired, deaf, visually impaired, blind, autism including Asperger's Syndrome, Semantic Pragmatic Language Disorder, specific learning difficulties/dyslexia, learning difficulties, language difficulties mental, health difficulties, physical disabilities.

2) Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO (mainstream schools)

For mainstream schools and maintained nursery schools, this includes details about your policies for the identification and assessment of pupils with special educational needs. They must list and link to their current SEND policies and ensure they provide clarity on how they identify SEND, including response/acceptance of external advice. They must also be clear about how parents can raise their concerns, and with whom, and what response they can expect to receive.

3) Arrangements for consulting parents of children with SEND and involving them in their child's education

This includes arrangements for consulting and involving parents of children with SEND. It describes the range of methods deployed to ensure that the parent/carer voice is heard and how the school's SEND Information Report is co-produced and reviewed with parents and carers. Schools should also include assurances that they will (as they must) inform parents if they identify that their child has SEND and work in partnership with them.

4) Arrangements for consulting young people with SEND and involving them in their education

This might include the range of involvement, engagement and participation including school council, child's voice, EHCP (My plan) agreeing outcomes, communication differentiation, 1:1 pastoral support.

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

This is about how the school assesses and review pupils' progress towards outcomes, including how it works with parents and young people. It should outline how the school provides pupils with high quality teaching that is differentiated to meet the needs of all learners. It should also include how the quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, the SENCO, external verifiers
2. Ongoing assessment of progress made by pupils with SEND
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
4. Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND
5. Pupil and parent feedback on the quality and effectiveness of interventions provided
6. Attendance and behaviour records.

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to learning.
- All pupils have individual national curriculum targets, set in line with national outcomes, to ensure ambition. Parents are informed of these via the reporting system and also at events such as parents' evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the senior leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded. It will include a review of the impact of the differentiated teaching being provided to the child, and if required, additional strategies for the teacher to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support rate of progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.
- Action relating to SEN Support will follow the assess, plan, do and review cycle and progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

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

This is about how the school will address transition at all levels from year to year, setting to setting and further education/adulthood if appropriate.

7) The approach to teaching children and young people with SEND

This sets out how the school staff support the child and how the curriculum will be matched to the child's/young person's additional needs, making use of appropriate resources and the graduated approach.

8) How adaptations are made to the curriculum and the learning environment of children and young people with SEND

This is about how the school will adapt the curriculum and learning environment for pupils with SEND. It should include information about the differentiating curriculum and how equipment and facilities to support children and young people with SEND will be secured. It should detail the school's accessibility plans and how it will provide specialist aids and equipment in accordance with assessed needs.

9) The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

The qualifications of staff, and the training attended by them, in relation to pupils with SEND and how specialist expertise will be secured. Include the CPD cycle on collaborative arrangements, specialist qualifications (not against individual names) and how you access specialist support. You may include the training programme for the forthcoming need and offer assurance that details how the school will seek expertise and additional training for a specific child. You can also list examples of where external support is currently secured.

10) Evaluating the effectiveness of the provision made for children and young people with SEND

This is about how the school evaluates the effectiveness of provision for pupils with SEND such as measuring both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level. This data will be shared termly with governors and be judged by external moderators such as Ofsted. E.g. the use of pupil centred profiles.

11) How children and young people with SEND are enabled to engage in activities available for pupils at the school who do not have SEND

This is about what measures the school takes to ensure that pupils with SEND are included in activities inside and outside the classroom, including trips

- 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 SEND and measures to prevent bullying

This is the support that is available in your school for improving the overall wellbeing of the child/young person, including their emotional, mental and social development, as well as bullying and safety.

- 13) How the school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

This about what the school will do if the child/young person has not made progress, despite the delivery of high quality interventions, and what advice the school will seek from external agencies regarding strategies to best meet their needs. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local authority support services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social services
4. Health partners such as school nurse and Child and Adolescent Mental Health Services
5. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet them cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an education, health and care (EHC) plan being provided.

- 14) Arrangements for handling complaints from parents of children with SEND about the provision made at the school

If you wish to discuss your child's special educational needs, or you are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- The class teacher
- The SENCO
- The head teacher

For complaints, please contact the school governor with responsibility for SEN. Their name is They can be contacted via.....

You might want to include ways in which you seek to resolve issues and make reference to mediation. You could do a FAQ response - what do I do if I'm not happy and link directly to the school's complaints policy and process.

