

**Guidance for:  
SEN Information Report  
Disability and Accessibility  
Equalities**



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The full range of local support available for children/ young people with SEND and their families within and outside of school can be found in the County Durham Local Offer:

<http://www.durham.gov.uk/localoffer>

## Context

This guidance reflects the statutory duties of all educational settings to report on policy and provision for pupils with SEN set out in the Children and Families Act 2014 and in the Special Educational Needs and Disability Code of Practice 2015.

Links to the legislation:

- [Children and Families Act 2014](#)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The guidance also reflects the duties set out in the Equality Act 2010 for meeting the needs of pupils with disabilities:

- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality Act Advice Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

## Duties and Responsibilities

The governing bodies of maintained schools and nurseries and the proprietors of academy schools have a legal duty to publish information on their websites with regard to policy and practice to deliver high quality SEN provision. This is called the SEN Information Report (SIR).

Schools should ensure that the report gives an accurate reflection of how the school is fulfilling its statutory duties. It should be easily accessible to parents, using clear and straight forward language.

The information within the report must be updated annually. (Settings to add review date on the introduction page).

The report should:

- Reflect and contribute to the LA Local Offer;
- Give specific details of the process for identifying, assessing and making provision for pupils with SEN;
- Outline the level of support available to meet the needs of pupils with a range of SEN;
- Detail how funding allocated to school is used to support pupils with SEN;
- Show how the school ensures appropriate access and makes reasonable adjustments to enable the full participation and engagement in the curriculum and wider school life for pupils with a disability.

This guidance should be adapted to reflect arrangements and priorities relevant to each individual setting. Key information to be included in the report:

- How children with SEN are identified and how their needs are assessed;
- Arrangements to review progress towards outcomes – involving families and pupils;

- Support for transition between different phases of education;
- Detail of differentiation & adaptations in the curriculum and teaching to meet the needs of pupils with SEN;
- Use of specialist skills and expertise from within school and through partnerships with external services and agencies;
- Arrangements to monitor and evaluate the effectiveness of the SEN provision;
- Measures to enable pupils with SEN to take an active part in all aspects of school life.

All schools should be committed to meeting the needs of all pupils including those with special educational needs and disability. There should be an expectation that all pupils, regardless of their specific needs will benefit from inclusive teaching which will enable them to make the best possible progress, ensure they can actively participate in the wider aspects of school life and be supported for the next phase of their education and/or preparation for adulthood.

## Section A

### Introduction

#### Definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

#### Broad areas of need

There are four broad areas of special educational need, these are:

##### **Communication and Interaction**

Includes pupils with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

##### **Cognition and Learning**

Includes pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

##### **Social, Emotional and Mental Health Difficulties**

Includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

##### **Sensory and/or Physical Difficulties**

Includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

## School ethos & approach

- Schools should consider its ethos in relation to SEN in terms of a whole school approach to SEN, disability, inclusion and partnership working with parents, child/young person and external agencies.
- Details of the school's values, principles and vision for SEN should be stated. If appropriate school could include reference to any 'kite marks' to demonstrate equality of inclusive practice.

## Consultation in production of SIR

- Include details of who was consulted in the production of the report e.g. parent/carers, children/young people.
- Provide links to other policies/procedures. E.g. Admissions arrangements, Accessibility Plan; Equalities Information & Objectives, Safeguarding, SEND Policy, Supporting pupils with medical conditions, etc.

## Review arrangements of SIR

- Provide details of how the SIR is monitored, evaluated and ratified by the governing body.
- Include the date of the SIR annual review.

## Key Contacts – [photos optional]

- Head teacher name, contact details
- SENCO name, contact details
- SEN Link Governor name, contact details

# 2. SEN Provision

## The kinds of SEN that are provided for:

- List the range of needs in your setting
- Include a statement on the collection of data for the Census (you may wish to consider publishing this data)
- If the school also has an Enhanced Mainstream Provision (EMP) explain exactly what this is. Also provide specific information relating to the SEN need type and details of the provision available to meet the needs of those pupils attending the EMP.

## Our approach to teaching children/young people with SEN

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. The curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum/National Curriculum, but

also a range of additional opportunities to enrich the experiences of pupils. The curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

Settings need to give details of:

- How they adopt inclusive practices and endeavour to support every child regardless of their level of need.
- The arrangements they have to ensure pupils follow the Early Years Foundation Stage Curriculum/ National Curriculum at a level and pace that is appropriate to their abilities.
- How independence is encouraged at all age and ability levels.
- Their ethos, and how they develop confidence, improve self-esteem and promote enthusiasm in all pupils.

### **How we adapt the curriculum and learning environment for children and young people with SEN**

Settings to provide:

- Details of explicit provision for pupils with SEN.
- Different approaches to teaching children & young people with SEN.
- How the curriculum and learning environment for children & young people with SEN is adapted and made accessible.

A hyperlink to the Accessibility Plan should be included here.

### **How we identify, assess and review children/young people with SEN**

Settings should provide details on their procedures to show how they meet the needs of most children and young people in mainstream schools via good classroom practice and provision through Quality First Teaching.

This leads on to details of the processes used to gather evidence to inform whether to make special education provision to support educational, social, physical or emotional needs.

### **Early identification of need**

Provide details of how this is done e.g. How the setting:

- Works in partnership with parents/carers, pupils
- Consults with relevant external agencies
- Uses assessment tools & materials
- Uses observations
- Uses Short Notes
- Other

## SEN Support

Where a pupil is identified as having a special educational need school will follow a graduated approach which takes the form of cycles of “Assess, Plan, Do, Review”

- **Assess** a child’s special educational needs
- **Plan** the provision to meet your child’s aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress.

Settings need to provide exact procedures under each part of the APDR cycle which must include arrangements for assessing and reviewing progress towards outcomes, including how they work with parents/carers and children/young person and education, health and social care professionals. Explain that as part of this approach every child with SEN will have an individualised SEN Support Plan that describes the child’s needs, outcomes & provision to meet those needs. Also describe how parents/carers and child/YP (where appropriate) views, as an integral part of the process, are reflected.

Provide an overview of when an Education, Health and Care Assessment would be appropriate. (Ref CoP P142).

Give details of any EHCP support/interventions that you currently have.

For more detailed information go to the Local Offer: <http://www.durham.gov.uk/localoffer>

## Details of identification and assessment of pupils with SEN

**Provide information on:**

- Assessments that are used to identify SEN and the area/s of need
- Systems that are in place to record information/assessments
- How progress is assessed
- How you respond to parental concerns

The questions below provide some prompts to assist settings to give a full picture of their provision, approaches, curriculum and learning environment.

- How does the setting ensure access to appropriate high quality teaching, differentiation and intervention?
- How is the ‘assess, plan, do, review’ cycle incorporated into SEN provision?
- How are parents and pupils involved in the APDR cycle?
- How does the setting plan for learners with SEN?
- How does the setting ensure there is a holistic approach in addressing all needs?
- How is the impact of provision evaluated for individuals and groups? (Evaluation must relate to outcomes for pupils)

- What does additional support look like in e.g. individual/group intervention, teacher, TA and peer support.
- How does the setting evaluate high quality teaching with differentiation & personalisation and interventions?
- How is progress measured in relation to the EYFS, NC or local measures?
- Is the behaviour policy differentiated?
- How does the setting make adjustments/ adaptations? Are they reflected in the Accessibility Plan?
- How does your setting enable pupils with SEN engage in activities with pupils who do not have SEN?
- How are risk assessments used?
- What arrangements are made for pupils with SEN undertaking tests and exams?
- What is in place to ensure all pupils achieve to the best of their abilities, despite any difficulty or disability they may have?
- How is the curriculum modified to meet individual needs?
- How does your setting ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs?
- How is suitable provision for children with SEN made to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum?

Provide specific examples for each bullet point and a link to the relevant policies e.g. Teaching & Learning Policy which sets out details of the broad and balanced curriculum in each year.

A hyperlink to the Accessibility Plan should be included here.

### **How children with SEN engage in all activities**

Settings should explain how they ensure all children are able to engage fully in all aspects of school life. Personalise/delete each bullet point as appropriate.

Give specific examples and link to relevant policies for how you:

- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement.
- Ensure that all pupils have access to the school curriculum and all school activities.
- Ensure every child has the entitlement to a sense of achievement.
- Other

### **How we evaluate the effectiveness of SEN provision**

Settings should continuously ensure the provision has a positive impact on the outcomes for all pupils. Personalise/delete each bullet point as appropriate, giving specific examples and linking to relevant policies.

- Robust evaluation of policy and practice
- Book scrutiny
- SENCO/SLT/Governor monitoring
- Learning walks
- Performance management
- Other

### 3. Support for Emotional & Social Development

- Describe the arrangements for supporting children and young people with social and emotional development, pastoral support, arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.
- Give examples of any interventions/provisions with an explanation of the skills that they are developing.

### 4. Looked After Children with SEN

Provide details:

- Of your Designated Teacher for Looked after Children and how they work with the SENCO to ensure all teachers understand the implications for those children who are looked after and have SEN.
- Of how looked after children with SEN are supported.
- How progress is reviewed using SEN Support Plan/EHCP and PEP.

### 5. SEN Transition

Children and young people with SEN can become particularly anxious about starting school or moving on to a new class or school. What does the setting do to reduce anxieties and ensure consistency of support at all times, but especially:

- When joining school in Nursery/Reception (if applicable)
- Moving between classes/phases
- Moving to another school
- Moving to secondary school
- Moving to a post 16 setting.

Describe the arrangements in place and also include how the preparation for adulthood pathways (higher education, employment, independent living, and participation in society/community) are supported.

## 6. SEN Specialist Expertise

### SENCO & Staff Expertise

- Provide details of SENCO's name, contact details and relevant qualifications.
- Detail the SENCO role. Link if this information can be found in the SEN Policy
- Provide details of the responsibilities of class/subject teachers and TA's
- Explain how staff expertise is secured in meeting needs of pupils with SEN e.g. questionnaires, performance management
- Give examples of training that is available to whole school staff, specific teachers, and non-teaching staff
- Provide details of induction for new staff/NQTs/supply staff/students

### External Specialists and Other Bodies

Provide details of the range of people who provide services to children with SEN and their families.

The external specialists may: (add or delete)

- Act in an advisory capacity
- Extend expertise of staff
- Provide additional assessment
- Support a child directly
- Consult with all parties involved with the child.

The external specialists include: (add all other external specialist that are currently involved with the children in your setting).

- Durham SEND Information, Advice and Support Service
- County Durham Local Offer – <http://www.durham.gov.uk/localoffer>
- How specialist expertise is secured.

Provide information on how the Additional Needs Budget is used to support children and young people with SEN.

- Detail the amount for the current financial year
- Personalise how expenditure is monitored
- Describe how this budget is used to support children and young people with SEN e.g. training, in school support, external specialists, SEN resources.
- Give details of any other funding used.

## 7. Consulting with SEN Pupils, Parents & Carers

### Consultation with Children and Young People with SEN

Detail how:

- Teachers/SENCO and support staff will work with children and young people to identify the support needed to meet agreed outcomes.
- Provision is planned and interventions are allocated based on individual needs.
- Pupils are actively involved in setting their outcomes through regular meetings/discussions with staff to discuss their progress and support.
- Pupil Voice is gathered in relation to developments relating to SEN provision.

### Consultation with parents and carers of children with SEN

Provide details on your commitment to working with parents and carers to identify their child's needs and support. (Add or delete the ways that you do this below).

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into the setting to discuss any concerns they may have;
- Through regular reviews of their child's SEN Support Plan/ EHC Plan.

Partnership with parents/carers and children/young people is a key principle in the SEND Code of practice and should be reflected throughout the SIR. Provide details of:

- How the setting gathers views from parents to continue to develop provision for pupils with SEN;
- Any workshops/meetings/coffee mornings held to develop parent knowledge/skills in various areas of SEN;
- Parent involvement in updating key policies;
- Annual parental surveys undertaken to gather views on current practice and how they are used to develop future provision, processes and support for children with SEN;
- Any additional arrangements for Parent/Carer voice in developments relating to SEN provision within the setting.

## 8. Compliments, Complaints & Feedback

Settings should always seek to improve on the quality of education provided for children with SEN and need to hear from parents about their child's experience. Explain how your setting gathers compliments, complaints and feedback.

Provide details and arrangements on how you:

- Gather parent/carer views about the content of the SEN Information Report.
- Gather parent/carer views about their child's experience and how it can be submitted e.g. on-line form, questionnaire.
- Manage parent/carers immediate queries or concerns E.g. appointment, open door policy

Provide arrangements for managing complaints and link to the process outlined in the school Complaints Policy. E.g. (add own procedure)

- In first instance parents should speak to class teacher/form tutor.
- Make an appointment with SENCO/ HT.
- If matters are unresolved recommend seeking further advice from SENDIASS. Include contact details.
- Formal complaint follow procedure within policy.

Provide explanation for specific examples e.g: If the concern is directly related to decisions around an EHC Assessment or EHCP this will be managed directly by the Durham Statutory Casework Team. Parents will be contacted directly by the team to receive information about the mediation services and other action parents may consider.

## 9. Key Policies

Provide links to the policies section on the website. The most important ones for parents of children with SEN are listed below:

- SEND Policy
- Equality Policy
- Equality Information and Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Complaints Policy

NOTE: Settings should ensure all referenced policies are up to date.

## Section B

### **Disability & Accessibility: This information should be a stand alone page accessed as part of the SEND menu**

#### **Admissions**

Provide specific details of your arrangements for the admission of pupils with an EHCP.

Provide specific details of your arrangements for the admission of pupils with a Disability.

Link to:

- Settings admissions policy
- Local Authority admission policy.

#### **Accessibility**

Give details of how accessible your environment is to include all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual and emotional needs. Explain your commitment to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Setting to provide specific details on what is done to prevent pupils with disabilities from being treated less favourably.

Settings to provide information on the facilities to assist access and link to the Accessibility Plan.

The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the setting, adding specialist facilities as necessary.
- Increase access to the curriculum for pupils with a disability. This covers reasonable adjustments within teaching and learning, specialist aids and equipment and the wider curriculum, such as after school clubs, visits etc,
- Improve the provision of information to pupils, staff, parents and visitors with disabilities. All information will be made available in various formats within a reasonable time frame.

The Accessibility Plan details the short, medium and long term actions, and the arrangements for reviewing and making adjustments on an annual basis. A new Accessibility Plan should be produced every three years.

Templates for accessibility plans are available on various websites including The Key.

## **Equalities: This information should be in a separate Equalities section on your website**

Public bodies, including local-authority-maintained schools, are covered by the public sector equality duty in the Equality Act 2010.

Provide details of:

- Your Equalities Information profile of the setting based upon the protected characteristics of the Equality Act 2010 – this is updated and published every year
- The setting's Equality Objectives – these are reviewed annually and updated at least once every four years
- The policy and statement objectives are in one document (link).