



The SEND Information Report: A toolkit for schools



Working document

What is the Local Offer?

The Children and Families Act places a duty on every Local Authority to **publish** a Local Offer, setting out in one place information on the **provision** they **expect to be available** in their area for children and young people (from 0-25 years) who have **SEN and Disabilities (SEND)**

It is a **'front door'** to information on the SEND provision from the Local Authority, Health, schools and settings and the voluntary sector.

The Local Offer has two main purposes:

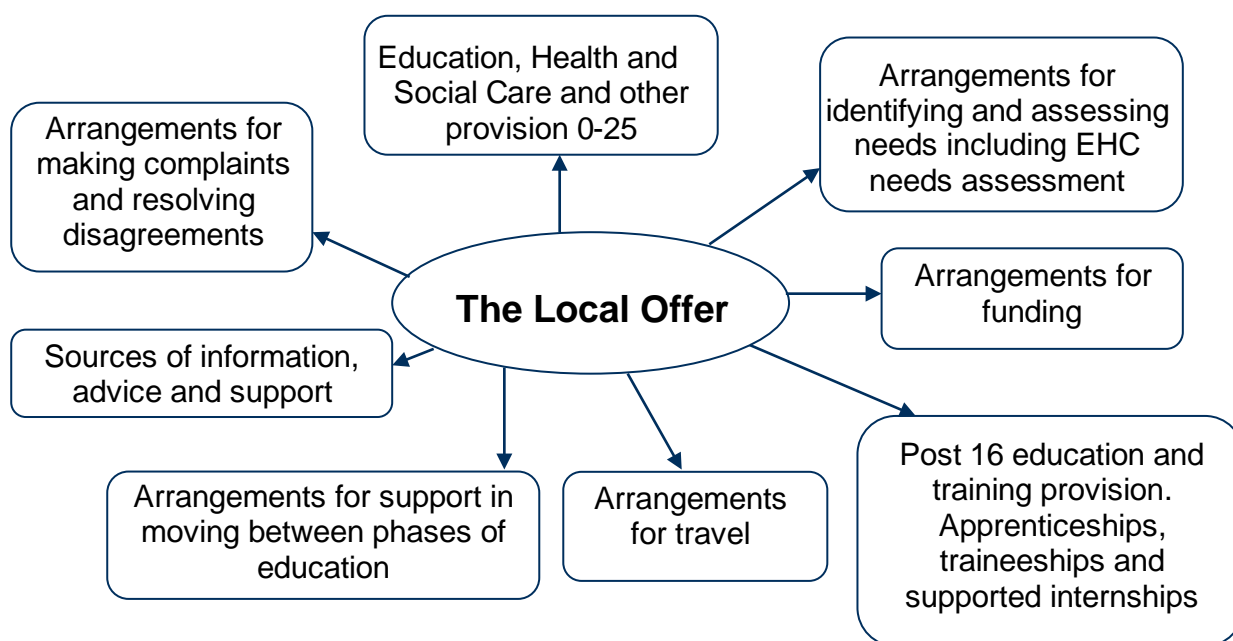
- To provide clear, comprehensive, accessible, and up-to-date information about the available provision and how to access it; and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN, their parents/carers, and disabled young people and those with SEN and service providers in the development and review of provision.

The information that is published in the Local Offer must be:

- Co-produced by parents, carers, young people, and professionals
- Available as a one-stop-shop website with links to further information
- Comprehensive. It must cover prescribed regulations
- Clear about what parents and carers, children and young people can expect from providers
- Factual
- Accessible
- Transparent
- Up to date
- Reviewed – with the publication of comments and actions
- Empowering

The local offer must include information on services across education, health, and social care from birth to 25; how to access specialist support; how decisions are made including eligibility criteria for accessing services where appropriate; and how to complain or appeal.

The information that must be covered is set out in the Regulations.



What do schools and settings need to do?

It is a legal requirement for schools to publish on their websites information about their provision for Special Educational Needs and Disabilities (SEND) and keep it up to date. The Schools Information Report (Schedule1) sets out the areas that must be covered. The information they publish will reflect the Cambridgeshire Local Offer as set out in the SEND Guidance 0-25 and provide the detail of what that looks like in their school. Schools should put a link to the Cambridgeshire local offer on their website.

The Children and Family Act 2014

SCHEDULE 1 Regulation 51

Information to be included in the Schools' SEN information report

1. The kinds of special educational needs for which provision is made at the school.
2. Information, concerning mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether pupils have EHC Plans, including—
 - (a) how the school evaluates the effectiveness of its provision for such pupils.
 - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs.
 - (c) the school's approach to teaching pupils with special educational needs.
 - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs.
 - (e) additional support for learning that is available to pupils with special educational needs.
 - (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; and
 - (g) support that is available for improving the emotional, mental, and social development of pupils with special educational needs.
4. Concerning mainstream schools and maintained nursery schools, the name and contact details of the SEN coordinator
5. Information about the expertise and training of staff with children and young people with special educational needs and about how specialist expertise will be secured
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
11. 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.
12. 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.
13. Information on where the local authority's local offer is published.

Frequently Asked Questions

Parents and carers

The following 'Frequently Asked Questions' have been developed by a group of local authorities, SE7. Schools may find them a useful starting point for discussion with their parents and young people when developing and reviewing their Special Educational Needs (SEN) Information Report.

- 1. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

*How do you identify children/young people with special educational needs?
How will I be able to raise any concerns I may have? If the setting/school/college is specialist which types of special educational need, do you cater for?*

- 2. How will early years setting / school / college staff support my child/young person?**

Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting/school/college governors or trustees involved and what are their responsibilities? How does the setting/school/college know how effective its arrangements its provision for children and young people with special educational needs are?

- 3. How will the curriculum be matched to my child's/young person's needs?**

What is the setting's/school's/college's approaches to differentiation? How will that help my child/young person?

- 4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?** *In addition to the normal reporting arrangements, what opportunities will there be for me to discuss his or her progress with the staff? How does the setting/school/college know how well my child/young person is doing? How will I know what progress my child/young person should be making?*

What opportunities will there be for regular contact about things that have happened in the early years setting/school/college e.g., a home/schoolbook?

How will you explain to me how his or her learning is planned and how I can help support this outside of the setting/school/college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?

- 5. What support will there be for my child's/young person's overall well-being?** *What is the pastoral, medical and social support available in the setting/school/college for children with SEND? How does the setting/school/college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance?*

How will my child/young person be able to contribute his or her views? How will the setting/school/college support my child/young person to do this?

6. What specialist services and expertise are available at or accessed by the setting/school/college?

Are there specialist staff working at the setting/school/college and what are their qualifications? What other services does the setting/school/college access including health, therapy, and social care services?

7. What training are the staff supporting children and young people with SEND had or are having?

This should include recent and future planned training and disability awareness.

8. How will my child/young person be included in activities outside the classroom including school trips?

Will he or she be able to access all the activities of the setting / school/ college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips?

9. How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting/school/college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?

10. How will the setting/school/college prepare and support my child/ young person to join the setting/school/college, transfer to a new setting / school/college or the next stage of education and life?

What preparation will there be for both the setting/school/college and my child/young person before he or she joins the setting/school/college? How will he or she be prepared to move on to the next stage? What information will be provided to his or her new setting/school/college? How will you support a new setting/school/college to prepare for my child/young person?

11. How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?

How is the setting's/school's/college's special educational needs budget allocated?

12. How is the decision made about what type and how much support my child/young person will receive?

Describe the decision-making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting/school/college judge whether the support has had an impact?

13. How are parents involved in the setting/school/college? How can I be involved?

Describe the setting's/school's/college's approach to involving parents in decision making and day-to-day school life including for their child or young person.

14. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person's education? Who can I talk to if I am worried? Whom should I contact if I am considering whether my child/young person should join the setting/school/college? Who is the SEN Coordinator and how can I contact them? What other support services might help me and provide me with information and advice? Where can I find the local authority's Local Offer?

Frequently Asked Questions

The young person

- 1. How does the setting / school / college know if I need extra help? How do you identify young people with special educational needs?**
- 2. What should I do if I need extra help?**
How will I be able to raise any concerns I may have?
- 3. How will my coursework be organised to meet my individual needs? How will that help me?**
- 4. How will I be involved in planning for my needs and who will explain it and help me?**
How will the young person be able to contribute his or her views? How will the setting / school / college support him or her to do this?
- 5. Who will tell me what I can do to help myself and be more independent?**
Who will help me and what sorts of things are available?
- 6. What should I do if I am worried about something?**
To whom should I talk? How will you help me?
- 7. How will I know if I am doing as well as I should?**
In addition to the normal reporting arrangements, what opportunities will there be for me to discuss my progress with the staff? How does the setting / school / college know how well I am doing? How will I know what progress I should be making? How will you explain to me how my learning is planned? How and when will I be involved in planning my education?
- 8. How can I get help if I am worried about things other than my course?**
What is the pastoral, medical and social support available in the setting / school / college for young people with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance?

9. Are there staff in the college who have had special training to help young people who need extra help?

This should include recent and future planned training and disability awareness. Are there specialist staff working at the setting / school / college and what are their qualifications?

10. Can college staff get extra help from experts outside the college if they need to? (e.g., advice and training on medical conditions) What other services does the setting / school / college access including health, therapy, and social care services.?

11. If I have difficulty taking part in college activities what different arrangements can be made?

How will I know who can help me? Whom can I talk to about getting involved in student activities if I need extra help? Will I be able to access all the activities of the setting / school / college and how will you help me to do so?

12. If I have a disability or additional need, how can I join in college activities?

Is the building fully wheelchair accessible? Are there disabled changing and toilet facilities? Have there been improvements in the auditory and visual environment?

13. What help is there to help me get ready to start college?

What preparation will there be for both the setting / school / college and the young person before I join the setting / school / college? What information will be provided to my new setting / school / college? How will you support a new setting / school / college to prepare for me?

14. I am coming to college to prepare for employment, how will I be supported? How will I be prepared to move onto the next stage of my life including employment and life skills?

Prompts to support the development and maintenance of the Schools' SEN Information Report

The regulations governing the School's SEN Information Report require that information be published on:

1. The kinds of special educational needs for which provision is made at the school.

- The types and levels of need for which the school or setting offers provision.
- How the school focuses on inclusive practice and removing barriers to learning (SEND Code of Practice 1.26 -1.38).

2. Information, about mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

6.16 Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for

SEND Code of Practice 0-25

- What is the procedure for assessment of pupils on entry, including when a child or young person joins mid-year?
- How are parents/carers, children and young people's views of strengths and needs included?
- How do you avoid parents having to repeat the same information repeatedly? If the family are using a Family Information File, do you offer to continue this approach?

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

SEND Code of Practice 0-25

- Are parents/carers aware of the assessment procedures used in your school?
- Do they feel that the assessments are clear and easy to understand?
- Is the language of assessment used by your school clearly explained?

3. Information about the school's policies for making provision for pupils with special educational needs whether pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils.

6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

SEND Code of Practice 0-25

- What procedures do you have for listening and responding to the views of parents/carers and children and young people about the quality of provision?
- Do you regularly self-evaluate your SEND provision and act on the findings through the school development plan? Are parents involved in this process?
- How do you measure whether interventions are successful or not?

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs.

6.44 Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provisions in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making satisfactory progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent reviews, and more specialist expertise in successive cycles to match interventions to the SEN of children and young people.

SEND Code of Practice 0-25

- How is the 'Assess, Plan, Do, Review' cycle organised in your school for children and young people receiving SEN Support? How can parents participate?
- Do parents have a 'named contact person in the school'?
- If a child or young person has an Education, Health and Care Plan how is the Annual Review included as part of this cycle?

(c) the school's approach to teaching pupils with special educational needs.

6.52 The class or subject teacher should remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

SEND Code of Practice 0-25

- Description of your policies (including the SEND policy) and where they can be found.
- A description of what **Quality Teaching** looks like in your school.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs.

- Description and link to your Access Plan
- Description of what parents can expect from you as a:
 - 'Communication Supportive School'
 - 'Dyslexia Friendly School'

(e) additional support for learning that is available to pupils with special educational needs.

- Your costed provision map explained

(f) activities that are available for pupils with special educational needs in addition to those available by the curriculum; and

- Any special clubs, facilities

(g) support that is available for improving the emotional and social development of pupils with special educational needs.

- Universal, targeted and specialist.

4. Concerning mainstream schools and maintained nursery schools, the name and contact details of the SEN coordinator.

5. Information about the expertise and training of staff concerning children and young people with special educational needs and about how specialist expertise will be secured. Describe:

- SEND in the induction programme for teaching and non-teaching staff.
- The range of specialist expertise across the school.
- Arrangements in place for whole school Continuing Professional Development (CPD) in SEND.
- Commitment to nationally identified programmes e.g., SENCo Award, Autism Education Trust Training; ELKLAN Speech, Language and Communication training etc.
- Opportunities for joint staff and parent/carer training if relevant
- Accessing specialist support from outside the school (Links to the Local Offer)

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- What equipment and facilities are available in the school?
- Link to further information on the Local Offer

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

- How parents and the child or young person are central to the Assess, Plan, Do, and Review cycle

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- How does your school involve children in meetings that affect them?
- How are children with special educational needs and disabilities represented on school forums?

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

- Do parents and carers feel confident that they will be listened to?
- Are concerns addressed early to avoid escalation?

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

- When? How? Who?
- Link to further information on the Local Offer

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

- Local parent and carer support groups
- Link to the forthcoming events page and further information on the Local Offer

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

- When does preparation start? What can parents, carers, children, and young people expect to happen? Who is involved?

13. Information on where the local authority's local offer is published.

- www.cambridgeshire.gov.uk/localoffer

Self- Evaluation for Schools and Nurseries

What information do schools and nurseries need to publish?

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 policy for pupils with special educational needs. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

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 when young people or parents have concerns. In setting out details of the broad and balanced curriculum provided each year; schools should include details of how the curriculum is adapted or made accessible for pupils with SEN. The information required is set out in the Special Educational Needs and Disability Regulations 2014 (Regulation 51; Schedule 1) and **must** include:

| Information about your school/nursery | In place | Partly | Not in place | Comments |
|---|----------|--------|--------------|----------|
| 1. The kinds of special educational needs for which provision is made at the school. | | | | |
| 2. Information about the school’s policies for the identification and assessment of pupils with special educational needs. | | | | |
| 3. Information about the school’s policies for making provision for pupils with special educational needs whether pupils have EHC Plans, including— | | | | |
| (a)how the school evaluates the effectiveness of its provision for such pupils. | | | | |
| (b)the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs; | | | | |
| (c)the school’s approach to teaching pupils with special educational needs. | | | | |
| (d)how the school adapts the curriculum and learning environment for pupils with special educational needs. | | | | |
| (e)additional support for learning that is available to pupils with special educational needs. | | | | |

| Information about your school/nursery | In place | Partly | Not in place | Comments |
|--|----------|--------|--------------|----------|
| (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; and | | | | |
| (g) support that is available for improving the emotional, mental, and social development of pupils with special educational needs. | | | | |
| 4. The name and contact details of the SEN Co-coordinator. (SENCo) | | | | |
| 5. Information about the expertise and training of staff concerning children and young people with special educational needs and about how specialist expertise will be secured. | | | | |
| 6. Information about how equipment and facilities to support children and young people with special educational needs will be secured. | | | | |
| 7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child. | | | | |
| 8. The arrangements for consulting young people with special educational needs about, and involving them in, their education. | | | | |
| 9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school. | | | | |
| 10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils | | | | |
| 11. 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. (mediation) | | | | |
| 12. 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. | | | | |
| 13. Information on where the local authority's local offer is published. | | | | |

A checklist for SENCOs, Senior Management Teams and Governors

1. Is the information on your website and in your SEN and Disability policies 'parent friendly'? How do you know?
2. Looking at the SEN Information Report checklist (attached), are you confident that you provide clear and sufficiently detailed information for parents in all areas? How do you know?
3. In what other ways can parents access information in addition to the school website? (e.g., leaflets; drop-in sessions; parent and carer groups)
4. How could you develop staff confidence to answer parents' Frequently Asked Questions about your school's approach to SEN and Disability?
5. How do you ensure children and young people with SEN and Disability and their families are involved in decision making? What systems do you have in place for co-production of plans?
 - At an individual level
 - At a strategic level
6. How can you check that parents are confident in the provision that you make for children and young people with SEN and disability

What provision can be expected for children and young people with SEND?

| | The school/nursery provides: | The local authority provides: | Health provides. |
|---|--|--|---|
| All children and young people | <ul style="list-style-type: none"> • Early identification and response to SEND • Quality Teaching • Reasonable adaptations to meet needs and an inclusive environment and ethos <ul style="list-style-type: none"> Communication supportive Dyslexia friendly Adapted for Access (Access Plan) | <ul style="list-style-type: none"> • Training opportunities in SEND for schools, colleges, and parents from SEND Specialist Services • Advice and signposting to schools from SEND Specialist Services on identification and response. | <ul style="list-style-type: none"> • Advice and signposting to parents and young people from school nurses, Health Visitors and GPs. • SEND Drop-in sessions for families at some Children's Centres and other venues across Cambridgeshire. |
| SEN Support Children and young people with special educational needs (SEN) but not an Education, Health and Care Plan (EHC Plan) | <p>As above plus:</p> <ul style="list-style-type: none"> • Child/young person and family centred 'Assess, Plan, Do, and Review' using structured approaches to conversations. • Short-term intervention programmes aimed at helping the child/young person catch up with peers. • Medium-and longer-term intervention programmes to address specific needs | <p>As above plus:</p> <ul style="list-style-type: none"> □ Support and advice on evidence-based practice and interventions to meet the needs of children and young people and their families who meet thresholds for involvement | <p>As above plus:</p> <ul style="list-style-type: none"> • Training opportunities in SEND Health for schools, colleges, and parents • Personalised interventions to meet the needs of children and young people and their families who meet thresholds for involvement |
| Statutory provision as specified in the child or young person's Education, Health and Care Plan (EHC Plan) | <p>As above plus:</p> <ul style="list-style-type: none"> □ Joined up working with the child/ young person, family, and all professional partners to ensure delivery and monitoring of the EHC plan | <p>As above plus:</p> <ul style="list-style-type: none"> □ Joined up working with the child/ young person, family, and all professional partners to ensure delivery and monitoring of the EHC plan | <p>As above plus:</p> <ul style="list-style-type: none"> □ Joined up working with the child/ young person, family, and all professional partners to ensure delivery and monitoring of the EHC plan |

Some Useful Resources

| | Author/Source | Type of resources | Audience | Link |
|---|--|---|--|--|
| SEN and Disability and the SEND Code of Practice 0-25 | NASEN website | Online CPD, Publications | Teachers Local Authority and Health SEND professionals | www.nasen.org.uk/ |
| | The Council for Disabled Children (CDC). An umbrella organisation for the disabled children's sector | Various including e-learning, bulletin, posters, publications, books, CDC resources, and Factsheets. leaflets | Parents Professionals Young people Teachers | www.councilfordisabledchildren.org.uk/ |
| | Cambridgeshire County Council | On-line information and guidance | Schools and Educational settings | www.cambridgeshire.gov.uk/childrenandfamilies |
| Speech Language and Communication Difficulties | The Communications Trust website | Booklets, Information Sheets, Checklists | Teachers Parents Local Authority and Health SEND professionals | https://www.thecommunicationstrust.org.uk/ |
| Autism Spectrum | The Autism Education Trust website | Booklets, Information Sheets, Checklists | Teachers Parents Local Authority and Health SEND professionals | www.theautismeducationtrust.org.uk/ |
| Specific Learning Difficulties (SpLD) including Dyslexia | The Dyslexia SpLD Trust website | Booklets, Information Sheets, Checklists | Teachers Parents Local Authority and Health SEND professionals | www.thedyslexia-spldtrust.org.uk/ |
| Sensory impairment | The National Sensory Impairment Partnership for visual impairment, hearing impairment, and multi-sensory impairment. | Booklets, Information Sheets, Checklists | | www.natsip.org.uk/ |
| | Department of Health | Social care for Deafblind Children and Adults' guidance | | http://tinyurl.com/DeafblindGuidance |
| Early Support | National Children's Bureau website | Booklets, Information Sheets, CPD slides | Teachers Parents Local Authority and Health SEND professionals | www.ncb.org.uk/early-support |