

# Special Educational Needs Information Report and SEN Policy Checklist

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### What is required in the SEN Information Report?

Schools need to meet the requirements for each of the 13 points in Schedule 1; Regulation 51 in The Special Educational Needs and Disability Regulations 2014

### Who needs to approve the SEN Information Report?

Full Governing Body

### How frequently should the SEN Information Report be reviewed?

The information published should be updated annually, although if changes occur during the year, these should be updated as soon as possible.

### Where is the Information Report to be published?

It has to be published on the school's website

### What is required in the SEN Policy?

There are no statutory Regulations in relation to the content of an SEN Policy, although the Code of Practice indicates the SEN Policy should reflect the school's values, vision and relevant processes and procedures in relation to SEN

### Who needs to approve the SEN Policy?

Full Governing Body

### How frequently should the SEN Policy be reviewed?

There is no statutory information in relation to this, schools are free to determine this, but this should be at least every three years. However, if produced as one document with the SEN Information Report, annual review will be needed.

### Where is the SEN Policy to be published?

It has to be published on the school's website.

Other publications and sources of information to consider when developing the SEN Information Report and SEN Policy:

- Equalities Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0-25 years January 2015
- The Special Educational Needs and Disability Regulations, 2014, Part 3: Duties on schools
- Statutory policies for schools September 2014
- West Berkshire SEND Reforms Toolkit

**There are 13 key statutory points to be covered in a school's SEN Information Report, by completing the Local Offer Questionnaire from West Berkshire you should have the information needed for your SEN Information Report.**

**This information relates to your operational systems and processes relating to SEN.**

**West Berkshire encourages schools to consider the inclusion of other information relating to a school's approach to SEND to demonstrate a school's ethos and approach to SEN. This can be included as an introductory section in your SEN Information Report and in your school's Local Offer. This can also be presented as a school's SEN Policy.**

**This checklist links each of the 13 key statutory points for the SEN Information Report with the sections from the Local Offer Questionnaire and can be used to ensure these key points are fully included in the document produced.**

**When publishing this document schools should indicate that it is not only the Local Offer submission, but their SEN Information Report and their SEN Policy.**

## Introductory Section

<p><b>The guiding principles in relation to SEN</b></p>	<p><b>Consideration of a school's ethos and approach:</b>          Schools should consider its ethos in relation to SEN(D), in terms of a whole school approach to SEN, Disability, Inclusion, Partnership working with parents and external agencies, and the child/young person being at the centre of decision making.          The section should include details of the school's mission, its values and vision for SEN in the school. It should also include information about the school's aims and principles guiding decisions and actions.          (For further information see the SEND Code of Practice: 0-25 years 2015)</p>
<p><b>The definitions of SEN and Disability</b></p>	<p><b>The school can refer to the definitions:</b>          These can be found in the SEND Code of Practice: 0-25 years 2015</p>
<p><b>Consultation and production of the document</b></p>	<p><b>Inclusion of information in relation to:</b>          Who was consulted in the production of the document?          Which documents and publications were used in the production of the document?          Which other policies relate to the SEN Policy and SEN Information Report? For example:</p> <ul style="list-style-type: none"> <li>● Admissions arrangements</li> <li>● Accessibility plan</li> <li>● Child protection policy and procedures</li> <li>● Supporting pupils with medical conditions</li> <li>● School behaviour</li> </ul>
<p><b>Review Process</b></p>	<p><b>Details of the Review Process should be included:</b>          How will the document be monitored and evaluated?          The date of publication of the document.          The date for review of the document          Signature of Chair of Governing Body</p>

**The roles and responsibilities of Governors, Head teachers, Leadership teams, class/subject teachers, Teaching assistants and SENCOs**

**Consideration of roles and responsibilities: Identified SEN Governor(s) should:**

- meet with the SENCo
- raise awareness of SEND in Governing Body
- be part of the review of SEN Information Report
- have knowledge of SEN processes in school regarding funding, identification of pupils with SEN, monitoring of progress and attainment of pupils with SEN.

**Head teachers, Leadership teams and SENCo should:**

- provide strategic direction and development for SEND
- support CPD for all staff
- ensure high quality teaching is delivered with appropriate differentiation
- ensure interventions are evidence based, appropriate and effective
- ensure strong partnerships with parents
- provide support for SENCO in monitoring the impact of SEN provision.

**SENCOs should:**

- oversee the management of SEN provision, including supporting staff in the early identification of SEN, planning provision, and monitoring impact of provision
- have time to meet with identified SEN Governor(s), Head teacher/leadership team, class subject teachers, Teaching Assistants. (For further information see SEN and Disability Regulations 2014).

**Class teachers/subject teachers should:**

- plan, teach and monitor the attainment and progress of all pupils
- use a cycle of 'assess, plan, do, review' for all pupils to enable the early identification of pupils with SEN, and to monitor the progress of those already identified as having SEN
- monitor the impact of class teaching, differentiation and other provision, including intervention
- have a commitment to CPD
- liaise with other staff (Teaching assistants, SENCOs).

**Teaching assistants should:**

- be appropriately trained with a good knowledge of SEN and have a commitment to CPD
- focus support for pupils on learning and development
- provide appropriate support in class
- deliver evidence based interventions
- liaise with other staff (Teachers, SENCOs).

## SEN Information Report

Point from the Regulations	Considerations	Relevant sections of the Local Offer questionnaire
<p><b>Schedule 1: Point 1</b> The kinds of special educational needs for which provision is made at a school</p>	<p>The general information included in the introduction of the Local Offer Questionnaire can demonstrate how the school has developed an inclusive ethos for all learners.</p> <p>If the school houses a Resourced Provision/Unit for a particular type of SEN information about this can be included in the Introduction</p>	<p>Introduction Section 1</p> <p>Section 1 Section 3</p>
<p><b>Schedule 1: Point 2</b> Information, in relation to mainstream schools and maintained nursery schools about the school's policies for identification and assessment of pupils with special educational needs</p>	<p>What assessments are used to identify SEN and the areas of need? What systems do you have for recording information/assessments? How do you assess progress? How do you respond to parental concerns?</p>	<p>Section 2 Section 3 Section 4 Section 7 Section 8</p>
<p><b>Schedule 1: Point 3</b> 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;</p>	<p>(a) How do you ensure high quality teaching with differentiation, personalised learning and intervention is evaluated? How is evaluation of the impact of provision undertaken – for individuals or groups? Evaluation needs to relate to outcomes for learners.</p>	

<p>(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;</p> <p>(c) The school's approach to teaching pupils with special educational needs;</p> <p>(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;</p> <p>(e) Additional support for learning that is available to pupils with special educational needs;</p> <p>(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</p>	<p>(b) How do you incorporate the 'assess, plan, do, review' cycle into your SEN provision? How do you review progress in relation to National Curriculum levels (or local attainment measures), other cognitive measures, and in other areas of need? How do you involve parents and learners in the cycle?</p> <p>(c) How does the school plan for learners with SEN? How does the school ensure access to appropriate high quality teaching, differentiation and intervention?</p> <p>(d) How does the school make adaptations, adjustments, etc – the school needs to ensure access to high quality teaching, differentiated and personalised? What is in the school's Accessibility Plan?</p> <p>(e) Additional support can be differentiation, individual or small group intervention. It can be teacher, TA or peer support. It can be in relation to the environment</p> <p>(f) What reasonable adjustments are made, how does the school use risk assessments?</p>	
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<p>(g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p>(g) How do ensure your approach is holistic in addressing all needs? Is the behaviour policy differentiated? DfE guidance: Mental health and behaviour in schools, June 2014</p>	
<p><b>Schedule 1: Point 4</b> In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.</p>	<p>Contact details of SENCO can be included in Section 10 – who do I contact? Or in the Introduction when describing the school’s ethos and general information about SEN</p> <p>(Also look at Part 3 of SEND Regulations 2014 (page 23), for duties of SENCOs)</p>	<p>Section 10 Introduction</p>
<p><b>Schedule 1: Point 5</b> 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.</p>	<p>What SEND Training is provided to whole school, specific teachers/non teaching staff? What about induction of new staff. What accredited training or non-accredited training has been provided to staff? Think about accessing training if a specific need was identified – where would you access training from?</p>	<p>Section 5 Section 6</p>
<p><b>Schedule 1: Point 6</b> Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>How does the school meet requirements of Equalities Act – making reasonable adjustments and provide auxiliary aids , publish and review its Accessibility Plan.</p>	<p>Section 8</p>

<p><b>Schedule 1: Point 7</b> The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>Partnership with parents is a key principle in the Code Of Practice, 2015 and so is reflected throughout the Local Offer Questionnaire</p>	<p>Introduction Section 1 Section 2 Section 3 Section 5 Section 7 Section 8 Section 9 Section 10</p>
<p><b>Schedule 1: Point 8</b> The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>Partnership with children and young people is a key principle in the SEND Code Of Practice, 2015 and so is reflected throughout the Local Offer Questionnaire</p>	<p>Introduction Section 2 Section 3 Section 9</p>
<p><b>Schedule 1: Point 9</b> 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.</p>	<p>What is the school's complaints procedure? How is it accessed?</p>	<p>Section10</p>

<p><b>Schedule 1: Point 10</b> 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</p>	<p>Which services are you able to access? How do you use these services – for direct work with children and young people, for work with staff, training? How do you plan for transition and liaise with other settings?</p>	<p>Section 5 Section 6 Section 9</p>
<p><b>Schedule 1: Point 11</b> 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</p>	<p>How do you signpost parents to sources of information? For example providing a link to the Local Authority’s The Local Offer, or to the SEN Information and Advice Service (SENDIAS)</p>	<p>Introduction Section 10</p>
<p><b>Schedule 1: Point 12</b> The school’s arrangements for supporting pupils with special educational needs in transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>How do you plan for transition and liaise with other settings or services?</p>	<p>Section 9</p>
<p><b>Schedule 1: Point 13</b> Information on where the local authority’s local offer is published.</p>	<p>This information can be mentioned in the Introduction, include a link to the LA’s Local Offer.</p>	<p>Introduction</p>