



Special Education Needs & Disabilities (SEND) INFORMATION REPORT



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find our SEND Policy on our website [\[insert a link here\]](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND do we provide for at our school?

Our school currently provides additional and/or different provision for a range of needs, including:

[Delete/amend as appropriate]:

Area of need	Condition
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia

	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

[Use this space to introduce parents/carers to your SEND / inclusion team. It might be nice to include photos, and a little bio. Describe the expertise of the staff and your school's approach to training. Please note, the below are suggestions only/delete where titles and roles are not applicable.]

Our Inclusion Leader

[You **must** include your Inclusion Leader's name and contact details if they have SEND responsibility]

Our Inclusion Leader is [name].

They have [number of years] experience in this role and have worked as [add relevant experience]. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in _____. / They are working towards achieving the National Award in Special Educational Needs Co-ordination.

[Add any relevant further training.]

They are allocated [number of days/hours] a week to manage SEND provision.

Our special educational needs & disabilities co-ordinator, or SENDCO

[You **must** include your SENDCO's name and contact details]

Our SENDCO is [name].

They have [number of years] experience in this role and have worked as [add relevant experience]. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in _____. / They are working towards achieving the National Award in Special Educational Needs Co-ordination.

[Add any relevant further training.]

They are allocated [number of days/hours] a week to manage SEND provision.

Assistant SENDCO

Our assistant SENDCO is [name].

They have [number of years] experience in this role and have also worked as [add relevant experience].

They have undergone [insert type of] training.

Class/subject teachers

All of our teachers receive in-house SEND training, and are supported by the [Inclusion Leader & SENDCO] to meet the needs of pupils who have SEND.

Outline any external training your staff have done.

Teaching Assistants (TAs)

We have a team of [number of] TAs, including [number of] higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have [number of] teaching assistants who are trained to deliver interventions such as [names of additional research based interventions].

In the last academic year, TAs have been trained in [names of interventions].

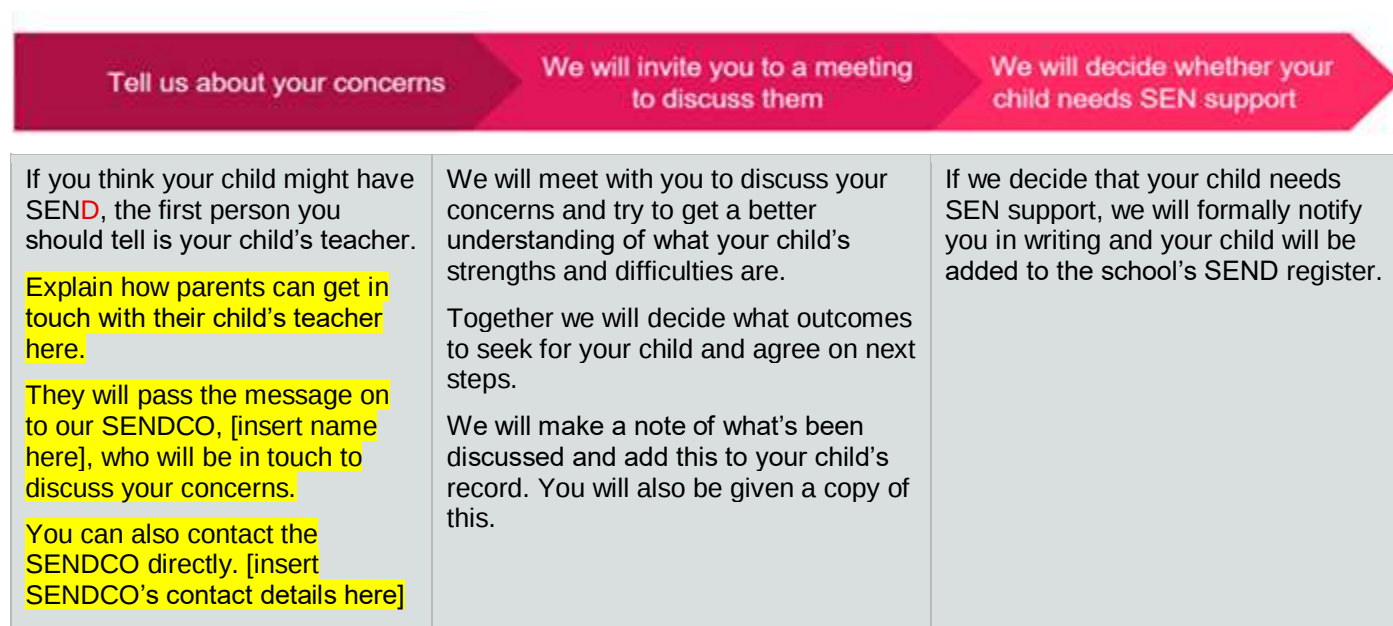
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

Adapt this list to reflect the professionals and organisations you collaborate with in your school

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEND?



4. How will the school know if my child needs SEN Support?

[Explain your school's approach here, noting the benefits of early identification. Insert details about how your school identifies pupils with SEND. Please note, these are suggestions only].

All our class teachers are aware of SEND and closely monitor for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and in agreement with them, contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion, relevant family history and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, you will be informed of this in writing, through relevant documentation and the SENDCO will work with you to create a SEN support plan for them.

The levels of support a school provides is as follows:	
School-based SEN provision	Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.
Education, health and care (EHC) plan	Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

5. How will the school measure my child's progress?

[Explain your school's approach here. Insert details about how your school assesses and reviews pupils' progress. Please note, the below are suggestions only.]

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run a research based intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly new and review SEN Support Plans along with one end of year annual report on your child's progress.

As part of your child's SEN Support Plan cycle, the class teacher will meet you a minimum of three times a year to:

- Set clear outcomes for your child's progress (term ahead)
- Review progress towards those outcomes (previous term)
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil survey

8. How will the school adapt its teaching for my child?

[Describe your school's approach to adapting teaching, the curriculum and the learning environment. Please note, the below are suggestions only.]

Add a link to your accessibility plan here – you must include information about your accessibility plan in this report and confirm that it covers increasing the extent to which disabled pupils can participate in the curriculum.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate, scaffold or adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Class teachers, Teaching Assistants and sometimes SENDCOs may all work with pupils with SEND in small groups or on a 1-to-1 basis where timetabled and/or appropriate

[Insert list of research based interventions provided at your school]

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum condition	To complete
	Speech and language difficulties	E.g. Speech and language therapy through Speech Link/Language Link
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	To complete
	Moderate learning difficulties	To complete
	Severe learning difficulties	To complete
Social, emotional and mental health	ADHD, ADD	To complete
	Adverse childhood experiences and/or mental health issues	To complete
Sensory and/or physical	Hearing impairment	To complete
	Visual impairment	To complete
	Multi-sensory impairment	To complete
	Physical impairment	To complete

9. How will the school evaluate whether the support in place is helping my child?

[Explain your school's approach here. Describe how your school evaluates the effectiveness of the provision for pupils with SEND. Please note, the below are suggestions only.]

We will evaluate the effectiveness of provision for your child by:

- Day to day learning walks by SLT
- Reviewing the impact of interventions after a clearly defined number of weeks

- Using pupil questionnaires
- Monitoring by the SENDCO and Inclusion Lead
- Using **provision maps** to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- CET Evaluation reports or School Improvement visits (requested by the school as part of their monitoring)

10. How will the school resources be secured for my child?

[Explain your school's approach here. Describe your funding arrangements and the process for securing staffing time, equipment and facilities to support pupils with SEND.]

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

[Explain your school's approach here. Describe how you make sure there are no barriers to your pupils with SEND enjoying the same activities as other pupils in your school, including physical activities. Please note, the below are suggestions only.]

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s) to **[name of educational visit]**.

All pupils are encouraged to take part in **[sports day/school plays/special workshops – edit as appropriate]**.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

[Explain your school's approach to admissions for prospective pupils with SEN or a disability, i.e.]

- Your arrangements for the admission of prospective pupils with a disability and prospective pupils with SEN
- How you make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated
- An explanation of how your oversubscription criteria avoid unfairly disadvantaging prospective pupils with a disability or special educational needs

13. How does the school support pupils with disabilities?

[Add information here about how you support pupils with disabilities. Include information about:]

- The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities you provide to help disabled pupils access your school, including the provision of auxiliary aids and services
- **How to find your school's accessibility plan.** It should cover how you will:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide

- Improve the availability of accessible information to disabled pupils

14. How will the school support my child's mental health and emotional and social development?

[Explain your school's approach here. Include any extra pastoral support arrangements for listening to the views of pupils with SEN and what measures you have in place to prevent bullying. Please note, the below are suggestions only.]

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of [name of] club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by [insert your provision]
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by [insert measures]

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

[Insert your approach for pupils moving between years, schools, phases, and onto adulthood. Insert the ways your school prepares pupils for each transition. Please note, the below are suggestions only.]

Between years

To help pupils with SEND be prepared for a new school year we:

- Provide a 'Rainbow Transition' for key pupils with SEND across Summer 2
- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule sessions and/or lessons with the incoming teacher towards the end of the summer term

Between schools

- When your child is moving on from our school, we will send all SEND paperwork to the new school's SENDCO and where possible, meet with them to discuss your child, ensuring a smooth transition takes place

Between Primary & Secondary schools

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practicing with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEND?

[Insert name, contact details (and photograph, if the staff member agrees) of the designated teacher for looked-after children and previously looked-after children here.] If this person is your SENDCO, amend the below accordingly.

[Insert name of designated teacher] will work with [insert name of SENDCO], our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

[Link to your school's complaints procedure.](#)

[Explain your school's approach here, including an outline of how complaints will be handled, and how parents can complain.]

Complaints about SEN provision in our school should be made to the class teacher in the first instance. **If the complaint remains unresolved, then it can be escalated to the SENDCO and finally the Head teacher.** Complaint procedures will follow the school's complaint policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Insert contact details of the disagreement resolution and mediation services for your local authority/ies here.]

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's **[insert the name or names of local authorities in your catchment area]** local offer. **[Insert name of local authority/ies]** publishes information about the local offer on their website:

[Insert links to the local offers of all the local authorities in your catchment area.]

Our local special educational needs and disabilities information advice and support services (SENDIAS) organisations are:

[Links to all local SENDIAS organisations in your catchment area.]

Local charities that offer information and support to families of children with SEND are:

[Insert here]

Link off to any local charities supporting families of pupils with SEND, including contact details:

[Insert here]

National charities that offer information and support to families of children with SEND **are [insert links]:**

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs & disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEN support** – special educational provision which meets the needs of pupils with SEN and who do not have an EHCP
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages