Annual School SEND Information Reports

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Statutory SEND Service

Annual School SEND Information Reports

- In SEND Code of Practice 2014, it is a requirement for all schools to publish a SEND information report annually.

- To support SEND Written Statement of Action Priority 1, data from 30% (29) of schools/settings SEND reports in Swindon were read and evaluated.

- A cross-section of schools was chosen, ensuring an even spread between age-group school covers, type of school, governance arrangements of school and location of school.

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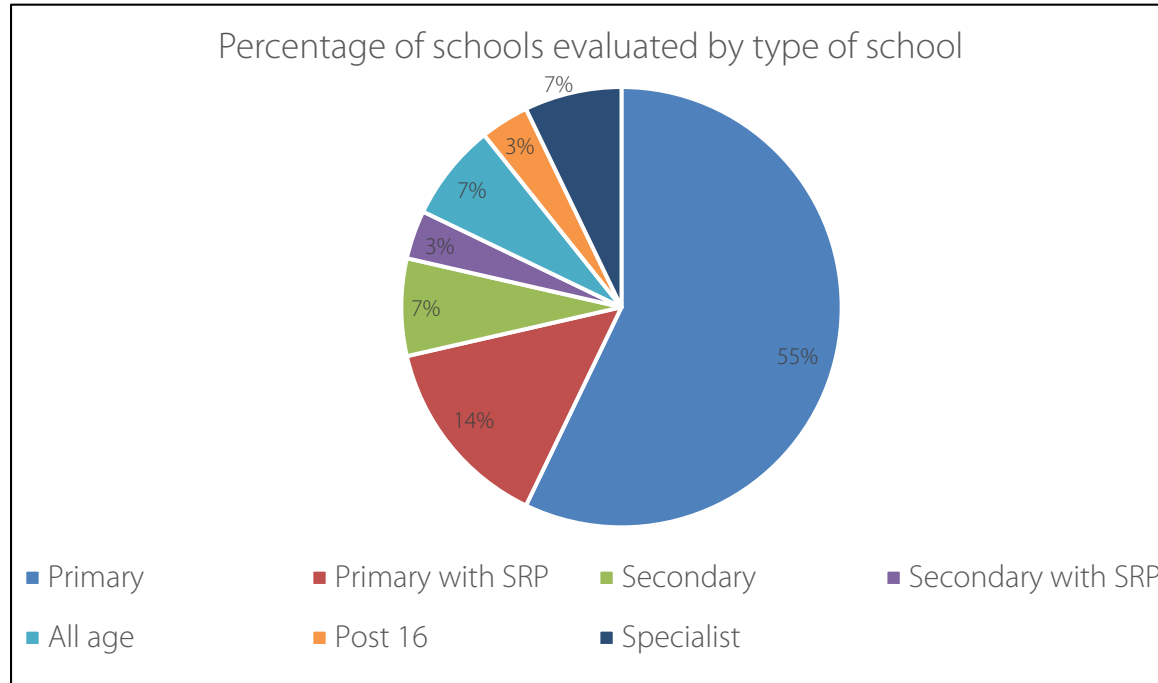
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Methodology

- 29 schools SEND Information reports were evaluated by SBC SEND Inclusion and Training Officer in Autumn 2020, using information available on each school's website.

- 10 evaluation criteria were used.

- Schools SEND information reports were rated against each criteria.

- A 5-point scale was used, where 1 = poor, 3 = fair/majority of areas covered and 5 = excellent.

- Swindon SEND Families Voice (SSFV) also contributed to the evaluation of a sample of school SEND information reports.

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Key Criteria

- Co-production with children, young people, parents/carers of plans and services offered.

- Parent-friendliness of the layout and presentation of the report.

- Whether the report refers to Swindon Local Offer.

- Whether the report refers to Swindon Core Standards and the Graduated Response to SEND.

- For senior schools, quality of information about pathway to adulthood planning for young people.

SEND information reports evaluated

Percentage of schools evaluated by type of school

- 55% — Primary
- 14% — Primary with SRP
- 7% — Secondary
- 3% — Secondary with SRP
- 7% — All age
- 3% — Post 16
- 7% — Specialist

Legend: Primary ■ Primary with SRP ■ Secondary ■ Secondary with SRP ■ All age ■ Post 16 ■ Specialist

This is in line with percentages and types of schools found in Swindon.

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Summary of trends identified:

- Many schools are showing information within their SEND reports which indicate that person-centred approaches are valued and put into practice.

- Primary schools/settings had slightly more person-centred information available on their websites than Secondary or Post 16 settings.

- The number of schools/settings with good quality information around pathway to adulthood planning and supporting young people to achieve their aspirations was low.

Summary of trends identified:

- A few schools/settings had examples of excellent child-centred practice, for example film clips of children/young people introducing their school or services available, or quotes from children/young people/parents/carers about the provision offered to them.

- The number of schools/settings that had a working link to Swindon Local Offer website within their own website was low.

- The number of schools/settings that mentioned Swindon Core Standards was low.

Key recommendations:

- Support and advice to schools around how to improve children and young peoples' co-production and hear children and young people's voices. (SENCO Network Meeting Session 1)

- Encourage schools/settings to use and include information about Swindon Core Standards on their webpages relating to SEND and to have an up-to-date link to the Swindon Local Offer website. (Core Standards previously shared, and link to Local Offer mentioned)

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Key recommendations:

- Continue efforts to improve quality of SEND information offered and person-centredness within educational provision by producing an example school SEND report to support schools/settings in the local area. This example should include a mixture of both statutory requirements and what is considered good practice in Swindon.

- Guidance document to be discussed in break-out rooms.

Thank you

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