

Swindon Guidance for writing a school SEND information report

What are the benefits to schools of completing and sharing a good quality annual school SEND information report?

- It is an opportunity to celebrate with students, parents, Ofsted and any interested members of the public, the quality of the school provision for all pupils with SEND and share details of those pupils' achievements.
- Pupils can access everything they should be able.
- Pupils and their parents can feel valued and included by seeing their contributions to the SEND Information report.
- A reduction in parental complaints about the school and educational provision, as parents can clearly see what is/is not offered.
- It saves the school time by reducing appeals by parents who may be applying for places that are not suitable for the needs of their child/young person.
- Where there is a harmonious website where each part of the displayed evidence complements every other part and covers the key elements of the 2015 SEND Code of Practice, the school will be meeting the requirements for Ofsted if/when they inspect the school.

What does a good quality SEND Information report look like?

There is a very clear requirement in the SEND Code of Practice 2015 (page 106, point 6.79) for educational settings to publish a SEND Information Report, updated at least **annually**. The Information Report must include information for identifying, assessing and making provision for pupils with SEN and for the admission of disabled pupils.



The SEND Information Report should contain everything Ofsted – and for that matter any regulatory body, agency, parent, student or professional – could want to know in terms of SEND identification, provision and support. It can also act as a guide through SEND provision for all members of staff, whatever their career profile. It should go beyond the legal minimum requirements.

The SEND Information Report **must** include:

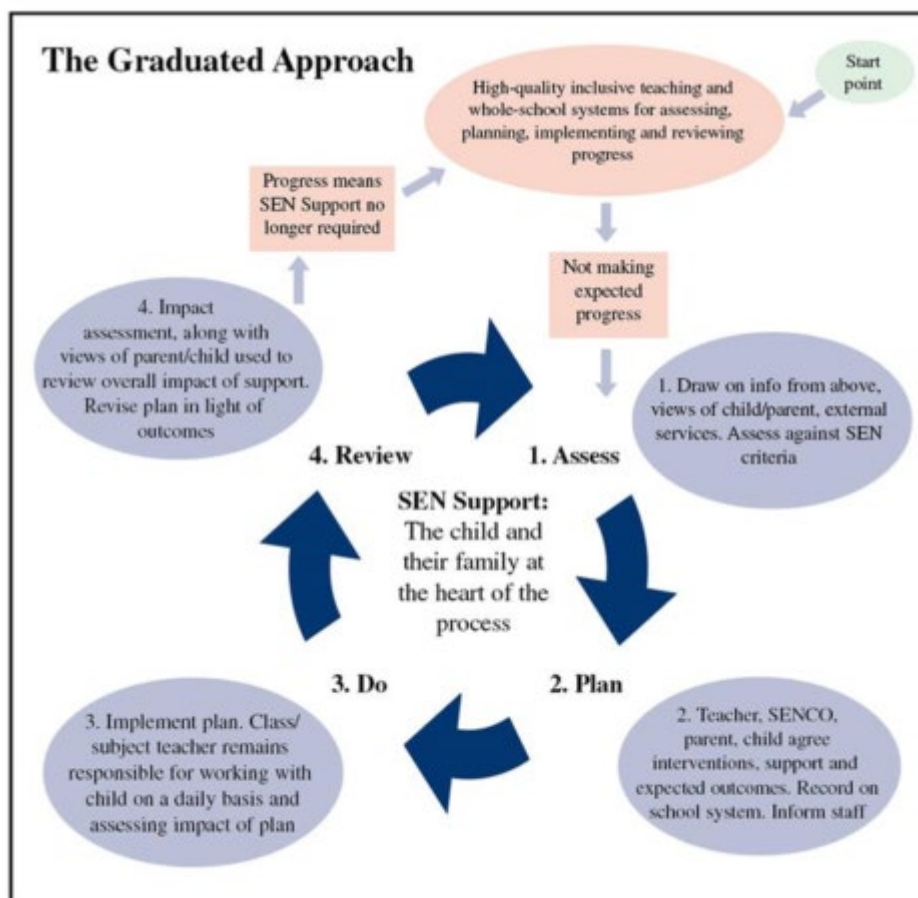
<p>Details of and links to the area Local Offer(s). https://localoffer.swindon.gov.uk/home/ Remember that if children come from more than one local authority, then links to all of the Local Offers for those authorities need to be included. In Swindon, including details of the area Local Offer would include details of the graduated approach and Swindon Core Standards.</p>
<p>In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO. <i>Best practice would be to also include the name and contact details for the Head Teacher and the SEND governor, as well as how parents can make a complaint or raise a concern.</i></p>
<p>Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured.</p>
<p>How provision is made for pupils with SEND, regardless of whether or not they have Education, Health and Care Plans (EHCPs).</p>
<p>What interventions have been/are implemented and their impact.</p>
<p>The additional learning opportunities for pupils with SEND.</p>
<p>The procedures, if it is a mainstream school or nursery, for the identification and assessment of pupils with SEND.</p>
<p>The approach to teaching pupils who have SEND, for example, using the Core Standards flow chart and universal provision materials to support teachers make reasonable adjustments to include those pupils with SEND.</p>
<p>How the curriculum and the learning environment is adapted for pupils who have SEND.</p>
<p>How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND.</p>
<p>Details of the support that is available for improving the social, emotional and mental health and development of pupils with SEND.</p>
<p>How pupils and their parents are involved in decision-making.</p>
<p>Information on how the support that is available guides the child/young person towards their aspirations and dreams for adulthood. This is not just for secondary schools, and should be included from the earliest years.</p>
<p>How the effectiveness of the provision is evaluated, including securing feedback and the views of pupils and their parents.</p>
<p>The report must include all of the features mentioned above. However, it also needs to be accessible for parents and pupils and so there are a number of additional features that could be used to promote and enable this (some examples are shown in this document).</p>
<p>The report must be downloadable by any member of the public (because it is a public document). It is unlawful to use a password so that it may only be accessed by staff and parents.</p>

Setting out the SEND Information Report

How can the kinds of special educational needs that are provided for at the school be explained? One simple yet effective way is to point out that the school provides support for pupils across the four broad areas of need as laid out in the SEND Code of Practice 2015 and then list them.

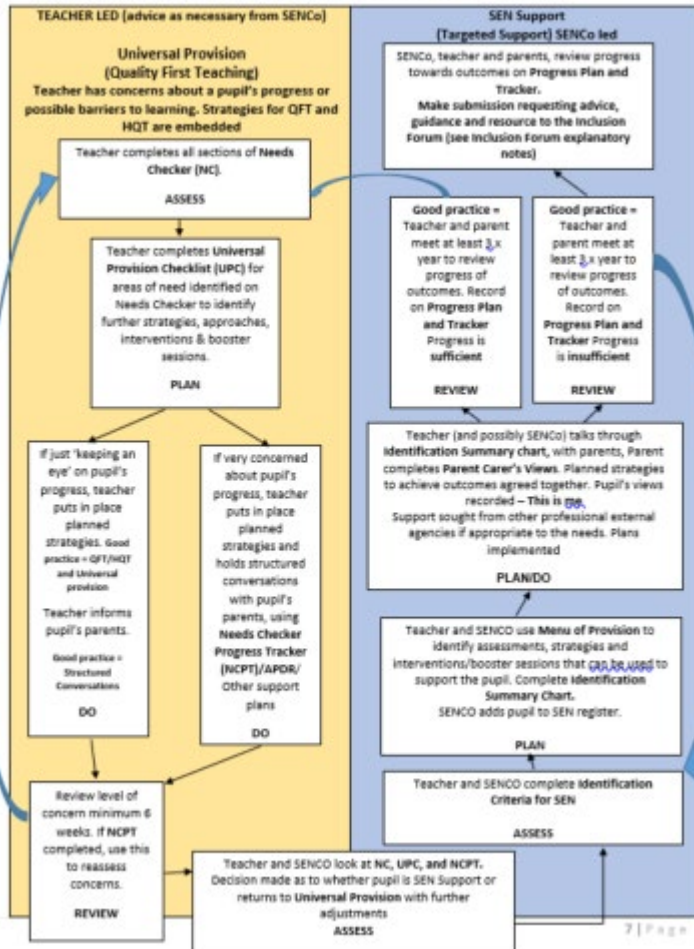
Cognition and Learning	Communication and Interaction (including ASC)
Social, Emotional and Mental Health (SEMH)	Physical and/or Sensory Needs

The next stage would be how to identify and assess those pupils with SEND. Again, the key is to keep it simple and list how this is done, beginning with transition information passed on from primary/previous schools, moving on to key stage 2 results, CATS and other Baseline testing and progress data. This should include reference to the graduated approach to SEND.



Taken from SecEd, article published 3/10/2017 'Assess, plan, do, review: The graduated approach to SEN'
<https://www.sec-ed.co.uk/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/>

SBC Graduated Response to SEN and Core Standards Flow Chart



This is an updated version of the Swindon Core Standards, the original version can be found here: <https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/early-help-landing-and-content-pages/swindon-core-standards-for-send/>

Feedback and referrals from teaching staff, observations (including learning walks), Pupil Premium interventions, and referrals from parents should also be included. Always remember to include self-referrals from pupils.

In terms of the approach to teaching pupils with SEND, a bullet-pointed list of what the educational provision includes would be excellent practice. Include:

- Quality-first teaching with appropriate, targeted differentiation in place according to pupil need.
- It may be necessary to explain what this means in practice.
- Additional adult support where appropriate to complement the work of the teacher, overseen by the teacher.
- Reduced class sizes where appropriate and the use of small group work.
- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.

Other features to think about:

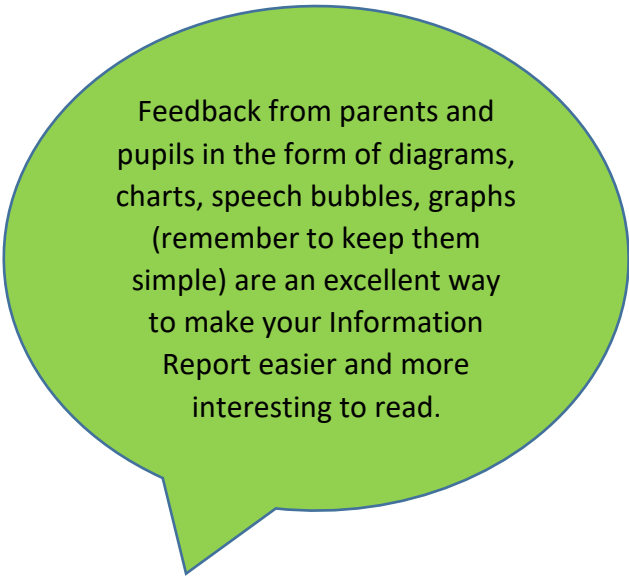
Use a contents list so that readers can see at a glance the different sections of the report. It is even better and more user-friendly if hyperlinks can be used for each section heading so that the reader doesn't have to scroll through the document to find the section they are seeking. By doing this, one click on the section heading will take the reader instantly to that section.

Font, font size and spacing are crucial factors. Information Reports tend to be quite long from a parent's perspective – 10 to 15-page documents are standard – and so it needs to have white space/be broken up into sections to make it easier on the eye. Equally, if a parent asks for a hard copy (as they are entitled to do) then remember that using a coloured background may help.

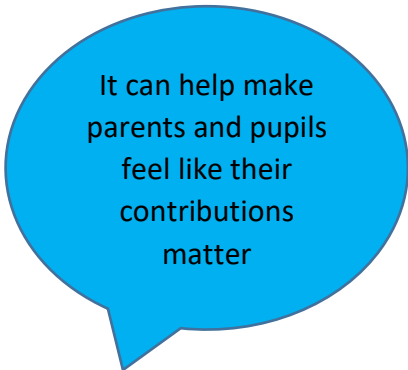
As far as possible, it needs to be accessible for pupils as well as parents and so try to use illustrations appropriate to the age of pupils within the educational setting.

Use colours, drawings, pictures, photographs, graphs and diagrams where appropriate. These draw in the reader and are usually easier for the reader to process than large bodies of written information. **Best practice would be to include illustrations, drawings, pictures and photographs from the pupils themselves (with their and their parent's permission).**

Best practice would be to include films of aspects of the educational setting's practice and provision. These could include the SENCO, support staff, parents and pupils all sharing their stories of how the school's provision works and supports pupils with SEND. Always remember to make sure that written permission is gained from any pupils/parents of pupils who feature in films or recordings.



Feedback from parents and pupils in the form of diagrams, charts, speech bubbles, graphs (remember to keep them simple) are an excellent way to make your Information Report easier and more interesting to read.



It can help make parents and pupils feel like their contributions matter