

Dear Headteacher

Re – The SEND Report, Accessibility Plan/Disability Equality Scheme

I have recently sampled some of your websites to see if they are compliant for the SEND report and accessibility plan. It would seem in some of our schools we aren't publishing the SEND report or Accessibility/Disability Equality Scheme (DES). I have, therefore, provided some guidance notes for you to discuss with your SENCO and governors to check what you have in place. I have also attached the current LA Accessibility Plan and DES for your information.

Ann Muxworthy

1 Publishing information

There is confusion on what the SEND report is across what is published nationally. The guidance below from the Code of Practice gives direction on what information we need to include to make us compliant.

First we need a SEN policy which includes:

A rationale, Principles/objectives, Roles and responsibilities, Access to facilities & Provision, Admissions, Resources, Identification, Review, Support and access for curriculum, Student voice, Transition, Monitoring and evaluation, Complaints and agreements with LA e.g EP time.

Next we need to write an Accessibility plan or Disability Equality Scheme to address how the school is moving disability equality forward. This is 3 year plan.

Then we need a SEN report from governors. This includes the SEND policy and Accessibility Plan/DES as you already have relevant information in those documents. There is more of a focus on monitoring policy and plans, communication with parents/children, training completed by staff, monitoring the quality of provision and outcomes achieved for pupils.

SEN information report - 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 governing body's** or the proprietor's **policy for pupils with SEN**. 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 named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published. Section 2 below lists the requirements for the SEND report identified in the Code of Practice under item 6.79.

2 The DFE requirements September 2014 for **Special educational needs (SEND) report (6.79 Code of Practice)**

You must publish a report on your school's policy for pupils with SEND.

The report must comply with:

- [section 69\(2\) of the Children and Families Act 2014](#)
- [regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014](#)
- [section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'](#)

Detailed below is what you need to have in your report and accessibility plan to comply with the above regulations.

The Report should include:

- How the school implements the SEND policy
- Admission of disabled children
- The steps being taken to prevent disabled children from being treated less favourably than others
- The facilities provided to enable access to the school for disabled children,
- The school's Accessibility plan/Disability Equality Scheme (DES) showing how they plan to improve access over time (3 year plan) [paragraph 3 of schedule 10 to the Equality Act 2010](#) **Note** - Copy of plan attached.

The Report should also include:

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school.

The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

- 3 **The Equality Act 2010** sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people.

The Accessibility Plan/Disability Equality Scheme must demonstrate reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Provision may be auxiliary aids and services for disabled children. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of **SEN planning and review**. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.

- 4 Schools have additional duties under the Special Educational Needs and Disability Regulations 2014.

- The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.
- Requesting an EHC needs assessment
Section 36 of the Children and Families Act 2014
The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:
 - the child's parent
 - a young person over the age of 16 but under the age of 25, and
 - a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible)
- The assessment and planning process should:
 - focus on the child or young person as an individual
 - enable children and young people and their parents to express their views, wishes and feelings
 - enable children and young people and their parents to be part of the decision-making process
 - be easy for children, young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
 - highlight the child or young person's strengths and capabilities
 - enable the child or young person, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
 - tailor support to the needs of the individual
 - organise assessments to minimise demands on families

- bring together relevant professionals to discuss and agree together the overall approach
- deliver an outcomes-focused and co-ordinated plan for the child or young person and their parents

5 Improving outcomes

Every school is required to identify and address the SEND of the pupils that they support. Mainstream schools must:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO (this does not apply to 16 to 19 academies)
- inform parents when they are making special educational provision for a child
- prepare an SEN information report (see ‘Publishing information: SEN information report’, paragraph 6.78 onwards) and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

5 Governance

- There should be a member of the governing body or a sub-committee with specific oversight of the school’s arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

6 Teaching

The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff.

School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils. School’s tracking system should provide information to inform interventions and support.

7 Identification and assessment

A mainstream school’s arrangements for assessing and identifying pupils as having SEN should be agreed and set out as part of the Local Offer. A school should publish its arrangements as part of the information it makes available on SEN (see the Special Educational Needs and Disability Regulations 2014).

Schools should ensure that children, parents and young people are actively involved in decision-making.

8 Reviewing support

Schools should regularly review and evaluate the breadth and impact of the support they offer or can access. Schools must co-operate with the local authority in reviewing the provision that is available locally and in developing the Local Offer. Schools should also collaborate with other local education providers to explore how different needs can be met most effectively. They must have due regard to general duties to promote disability equality.

9 Medical conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'.

10 Curriculum

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

11 Identifying need

All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

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 them.

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

While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

12 Special educational provision in schools

When reviewing and managing special educational provision the broad areas of need and support is outlined in section 6.28 Code of Practice

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering should include an early discussion with the pupil and their parents. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell children, parents and young people about the local authority's SEND services.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

More detailed information on what constitutes good outcome setting is given in Chapter 9, Education, Health and Care needs assessments and plans (paragraphs 9.64 to 9.69). These principles should be applied to planning for all children and young people with SEN. From Year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life. Schools should engage with secondary schools or FE providers as necessary to help plan for these transitions (see Chapter 8, Preparing for adulthood from the earliest years).

Arrangements for appropriate support should be made through the school's approach to SEN support. SEN support in schools

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision 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 good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

This assessment should be reviewed regularly. Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. The class or subject teacher should remain responsible for working with the child on a daily basis. 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.

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. 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 in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.

The Local Offer should set out clearly what support is available from different services and how it may be accessed. The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs 104 assessment (see Chapter 9). To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support. Involving parents and pupils in planning and reviewing progress

Schools must provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing.

The provision made for pupils with SEN should be recorded accurately and kept up to date. As part of any inspection, **Ofsted will expect to see evidence of pupil progress**, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted publish more detail about their expectations in their inspection guidelines.

Schools should particularly record details of additional or different provision made under SEN support. They should ensure that they have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact.

Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school.

The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, **they must achieve a National Award in Special Educational Needs Coordination** within three years of appointment.

13 Funding for SEN support

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum.