

Local Offer (Version 4 - April 2014)

Appendix 6 –Hampshire’s Illustrative Regulations as a guide for schools completing SEN Information Report

# Illustrative Regulations for Committee

## Special Educational Needs (Information) Regulations

### Clause 65

#### **Citation and commencement**

1. These Regulations may be cited as the Special Educational Needs (Information) Regulations and come into force on [1st September 2014].

#### **Interpretation**

2. In these Regulations—

“the Act” means the Children and Families Act 2014;

“transferring between phases of education” means transferring from—

- (i) relevant early years education to school;
- (ii) infant school to junior school;
- (iii) primary school to middle school;
- (iv) primary school to secondary school;
- (v) middle school to secondary school;
- (vi) secondary school to a post-16 institution; or
- (vii) one post-16 institution to another post-16 institution;

“preparing for adulthood and independent living” includes—

- (i) finding employment;
- (ii) finding accommodation and
- (iii) participation in society.

#### **Prescribed information that must be included in SEN information report**

3. For the purpose of section 65(3)(a) of the Act the SEN information which the governing body or proprietor of every school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in the Schedule.

#### **Manner of publication of report**

4. A school must publish its report containing SEN information available on its website.

Guidance below each statement is not expected to be an exhaustive list of information that should be included but rather an illustration of the types of information that can be included. The questions in bold italics are those formulated by the SE7 and are based on the information that parents have told us that they want to know.

### SCHEDULE Regulation 3

#### Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school

The school should make clear whether it is a mainstream setting or whether it is a special school. If a mainstream school then a statement on inclusion could be added here. If a special school then describe the types of special educational need the school caters for.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

***How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?***

How does the school identify children/young people with special educational needs? Information that could be included here includes, the role of the SENCO, the SEN Team including roles and responsibilities. How the school decides when a child/young person is having difficulties in accessing learning. Details of any tests that the school uses to support identification of difficulties etc. and how they are used. Details of any additional support that is offered to the family in relation to accessing education and links with outside agencies, particularly how the school uses this support and works in partnership with other agencies.

3. 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;

Include here the schools systems, processes and criteria for evaluating the effectiveness of its provision for pupils with SEN. How does the education setting know how effective its arrangements are? How are the Governors/Trustees involved in monitoring and evaluating effectiveness and what are their responsibilities? Include how the school judges whether any additional support offered has had an impact on the child's/ young person's educational progress.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

***How will both you and I know how my child is doing and how will you help me to support my child's learning?***

Include information on how the school knows how well children/young people with special educational needs are doing? How does the school communicate this to parents/carers and how does it make them aware of progress that their child/young person should be making? What opportunities are there for regular contact with parents/carers about things that have happened at school e.g. a home / school book? In addition to the normal reporting arrangements what

opportunities are there for parents/carers to discuss a child/young person's progress with the staff? How does the school explain how learning is planned and how parents/carers help to support this outside of the school?

(c) the school's approach to teaching pupils with special educational needs;

***How will the school staff support my child?***

***How will the curriculum be matched to my child's/young person's needs?***

Include information about the school's approach to differentiation and the skills that school staff have to support this. How will this help the child/young person to make progress? For example how does the school use (depending on school phase) Individual Education Plans, learning and observation journals? How does the school approach the identification of need and the matching of those needs to appropriate provision? What is the education setting's approach to differentiation and how does that support children/young people. Explain the different roles that school staff have in supporting young people.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

How does the school adapt the curriculum and learning environment? This can refer to the overall inclusion statement. The school should make clear the reasonable adjustments that the school makes to meet the range of special educational needs. Explain how learning is planned for pupils with special educational needs, including group and individual adaptations to the curriculum.

(e) Additional support for learning that is available to pupils with special educational needs;

***How is the decision made about the type and how much support my child will receive?***

Outline here the additional support and types of support that are offered to children/young people with special educational needs. Include information on how resources are allocated. Also include information on access arrangements that can be made available for public examinations. Describe how decisions are made about additional support, who will be involved and their role in the decision making process. How are parents involved in this process?

***(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;***

***How will my child be included in activities outside the school classroom including school trips?***

Include information on the extra-curricular activities that are available for children and young people at the school. Make clear whether children with special educational needs will be able to access all these activities and how the education setting assists the children/young people to do so. Include information about how parents/carers are involved in planning for any activities or trips. Include information about support that is provided during lunch times and breaks and at the beginning and end of the school day.

(g) support that is available for improving the emotional and social development of pupils with special educational needs.

### ***What support will there be for my child's overall well being?***

Explain the pastoral, medical and social support available in the school for children with special educational needs and disabilities. How does the school manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How does the school ensure the safety of the children/ young people? How are the children / young people able to contribute their views? How does the school support children/young people including those with SEND to contribute to all parts of school life , including school councils or roles of responsibility?

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

5. 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.

### ***What specialist services and expertise are available at or accessed by the school?***

#### ***What training have the staff supporting SEND had or what training are they having?***

Outline the schools approach to training and development of staff to enable them to support children with special educational needs. Explain how the school would prepare for a child coming to the school who had needs that they have not previously supported. Say whether there are specialist staff working at the school and what their qualifications are. Explain what other services the school accesses including health, therapy and social care services. Include any specialist organisation that provides support e.g. related to mental health

This should also include recent and future planned training and disability awareness relating to education and the well being of the child or young person. This section should include details of mandatory and specialist training. Identify particular strengths in the school related to the school's inclusion and overall statements. Include details of relevant training providers and levels of achievement. Include other types of support to enhance training.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

### ***How accessible is the school both indoors and outdoors?***

Include here general information about the school's accessibility. Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? Does the school have disabled parking bays? Include information about any equipment, facilities that are routinely provided. How will equipment and facilities to support children and young people with special educational needs that are additional to and different from those already provided be secured? Include information about the way that families are included and how the school works with other services to secure this provision and how advice is secured and applied.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

### ***How are parents involved in the school? How can I get involved?***

#### ***Who can I contact for further information?***

The inclusion statement is important and you should also include a general statement about working with parents/carers. This should include the arrangements for involvement and consultation with parents, for example routine parents evenings, new parents' visits, Headteacher open mornings, parent learning sessions etc. In addition to this you should include any opportunities available for parents with children with additional needs to discuss their child's progress with key staff that are additional to and different from other children/young people at the school.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Include here how children and young people are able to contribute their views, particularly in relation to provision for them and how they can best be supported. Reference to the ladder of participation and schools expectations and view of engaging children and young people in decision making can be made. How are children and young people supported to ensure that their voice is heard particularly if the school has specialist staff for links with other services e.g. the Educational Psychology?.

9. 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.

Outline who should be the first point of contact if a parent wishes to discuss something about their child and the setting's general approach to resolving concerns. Explain who the parent can talk to if they are worried. Explain how the school communicates with parents and the measures employed to ensure that concerns are addressed. Outline the formal complaints policy and where information about this can be found.

10. 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

Include details of other professionals and organisations that provide support to children/young people and the school/college, as well as details of staff who have undertaken specialist training to support specific roles. Outline details of any specialist staff working at the school and their qualifications. Describe any other services the school accesses including health, therapy and social care services

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

This section should outline how the education setting seeks to signpost parents/carers/young people to organisations, services etc that can provide additional support. This section should outline who would be the first point of contact if a parent wanted to discuss something about their child/young person. Say who else has a role in their child's/young person's education? Explain who parents can contact if they are worried. Who should parents contact if they are considering whether child/young person should join the school? Name the SEN Coordinator and explain how can they be contacted. Where can parents find the Local Authority's Local Offer?

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

***How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?***

Include information on the school's approach to transition. How it works with other education settings to transfer information. Explain who is responsible for providing this support and the timescales involved. Include support for any work experience or out of school activities.

13. Information on where the local authority's local offer is published.

Explain how the school links to the local authority local offer and how the information is made available to parents. Explain the school's contribution to the LA local offer.