

## SEN Information Report

Technically this is a written, annual account of something that has been achieved or completed.

The revised SEN Code of Practice states:

'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.'

In effect it is an account of the implementation of the policy, not what is aspirational.

### What must the Information Report include?

The revised Code sets out that the information report **must** include information about:

- the kinds of special educational needs 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, including 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

In addition consideration should be given to:

Children and young people looked after by the local authority who have SEN and how the curriculum has been made accessible.

**Is there a set format?**

Schools have the autonomy to decide the format; as long as the above points are covered and the format is accessibly and children/young person and parent-friendly. The revised SEN Code does stress the use of plain language.