

## Answers to Frequently asked Questions

Below are examples of questions that parents may ask. Schools are encouraged to create their own questions and answers with parent/carers and young people.

1. How do people in school know if a pupil needs extra help?
2. What should I do if I think my child may have special educational needs?
2. Who is responsible for the progress and success of my child in school?
3. How is the curriculum matched to my child's needs?
4. How do school staff support me/my child?
5. How will I, and my child, know how well they are doing?
6. How can you help me to support my child's learning?
7. What support is there for my child's overall wellbeing?
8. How do I know that my child is safe in school?
9. How is my child included in activities outside the classroom including school trips?
10. How accessible is the school environment?
11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?
12. How are the school's resources allocated and matched to pupils' special educational needs?
13. How is the decision made about what type and how much support each pupil receives?
14. Who can I contact for further information?

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details

12. Pupil progress

How you assess and review pupils' progress towards outcomes, including how work with parents and young people

13. How we know how good our SEN provision is

How you evaluate the effectiveness of provision for pupils with SEN

14. If you wish to complain

How you handle complaints about SEN provision

The revised SEN Code of Practice (DfE, April 2014) 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.' (p93)

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 (April 2014) sets out on page 93 (para 6.74) 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.

- **What must be included in your SEN Information Report?**
- Name and contact details of SENCO
- The range of SEN that you meet

- How you assess and identify needs
- How you evaluate the effectiveness of provision
- Arrangements for consulting and involving parent/carers and children/young people
- Adaptations to the learning environment and curriculum for children/young people with SEND
- Your approach to teaching and learning
- How you support emotional and social development including how children with SEND are enabled to be included in activities with children without SEND
- Transition arrangements – starting to prepare children/young people for adulthood early
- Expertise and training of staff and where you go to find specialist expertise
- How you involve outside agencies (health, LA, CVS)

	Local Offer	SEND Policy	SEN Information Report
Responsibility	Local authority	Governing body	SENCO, SLT and governors
Purpose	What's on offer	How will it be delivered?	What is actually/has been delivered?
Strategic links	Joint Commissioning, Provision Management systems and the school improvement plan	School values and vision, structures and procedures	School improvement plan and transition arrangements
Where published	LA portal	School website (and hard copy if requested)	School website (and hard copy if requested)
Involvement of CYP and families	Co-produced and feedback published online	Consultation	Copy supplied; may inform local feedback
Updated	Periodically, at least once a year	Every 3 years	Annually
CYP and family friendly format required	Yes	Yes	Yes

Answered by **Anita Devi**