

# SEN/D Statutory Compliance & Quality Assurance Health Check 2023

## SEN/D Information Report | Accessibility Plan

<b>School</b> St Mary's Primary School	<b>SENCO</b> Sarah Durand	<b>Date</b> 31.03.23
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**SEN/D Information Report compliance** Compliance with [The Special Educational Needs and Disability Regulations 2014 Schedule 1 Regulation 51:](#)

<b>1. SEND TYPES</b> The kinds of special educational needs for which provision is made at the school.	<b>Compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
	●		
<b>2. IDENTIFYING NEEDS</b> 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.	<b>Compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
	●		
<b>3. PROVISION PLANNING EVALUATION</b> Information about the school's policies for making provision for pupils with SEND.	<b>Compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
	●		
<b>4. SENCO NAME + CONTACT DETAILS</b> In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.	<b>Compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
	●		
<b>5. STAFF EXPERTISE &amp; TRAINING</b> 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.	<b>Compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
	●		
<b>6. RESOURCES</b> Information about how equipment and facilities to support children and young people with special educational needs will be secured.	<b>Compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
	●		
<b>7. PARENT CONSULTATION</b> The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	<b>Compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
	●		
<b>8. STUDENT CONSULTATION</b> The arrangements for consulting young people with special educational needs about, and involving them in, their education.	<b>Compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
	●		
<b>9. COMPLAINTS &amp; CONCERNS</b> Arrangements made by the governing body/the proprietor relating to the treatment of complaints from parents of SEND pupils concerning the provision made at the school.	<b>Compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
	●		
<b>10. OTHER AGENCIES</b> How the governing body involves other bodies, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	<b>Compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
	●		
<b>11. PARENT SUPPORT AGENCY CONTACTS</b> The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 3.	<b>Compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
	●		
<b>12. TRANSITION &amp; PFA</b> The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.	<b>Compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
	●		
<b>13. LOCAL OFFER</b> Information on where the local authority's local offer is published.	<b>Compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
	●		

### Accessibility Plan compliance Compliance with The Equality Act 2010 Schedule 10:

14. CURRICULUM	Compliant	Partially compliant	Not compliant
Plans for increasing the extent to which disabled pupils can participate in the school's curriculum.	●		
15. PHYSICAL ENVIRONMENT	Compliant	Partially compliant	Not compliant
Plans for improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.	●		
16. INFORMATION	Compliant	Partially compliant	Not compliant
Plans for improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	●		

### Accessibility, quality and accuracy ('AQuA')

SEN/D Information Report		
A. Can the SIR be found easily via a <u>tab and/or a SEND/inclusion webpage</u> ?	The SIR can be found via a tab and/or a SEND webpage	The SIR cannot be found via a tab and/or a SEND webpage
	●	
B. Is the SIR titled ' <u>SEN(D) Information Report</u> '?	The SIR is titled correctly	The SIR has a different title in one or more places
	●	
C. Is the SIR <u>current (i.e. updated in the past 12 months)</u> , with a date provided for the most recent update?	The SIR has been clearly updated in the past 12 months	The SIR appears not to have been updated in the past 12 months, or it is unclear
	●	
D. Does the SIR have <u>accurate and up to date information</u> relating to the school and local area organisations?	The SIR's information about the school and local area is fully accurate	The SIR's information about the school and/or local area is not fully accurate
	●	
E. Is there evidence that the SIR has been <u>co-produced with the school community</u> ?	There is evidence that the SIR has been co-produced	There is no evidence that the SIR has been co-produced
	●	

Accessibility Plan		
F. Is the Accessibility Plan in a <u>document using the word 'accessibility'</u> ?	The Accessibility Plan is in a document using the word 'accessibility' in its title	The Accessibility Plan is not in a document using the word 'accessibility' in its title
	●	
G. Are the Accessibility Plan's sections for <u>curriculum, physical environment and information clearly labelled</u> ?	The Accessibility Plan's sections are clearly labelled	The Accessibility Plan's sections are not clearly labelled
	●	
H. Has the Accessibility Plan been reviewed and <u>updated with the past three years</u> ?	The Accessibility Plan has been updated within the past three years	The Accessibility Plan does not appear to have been updated within the past three years
	●	

**Necessary actions as soon as possible to address statutory compliance points:**

None.

**Recommended actions to improve accessibility, quality and/or accuracy ('AQuA'):**

None.

For additional guidance, please visit the Bromley SENCO Hub:

- [SEND Information Reports](#)
- [Accessibility Plans](#)

If you feel that there are any factual errors in this review, please write to ISAT Lead Advisory Teacher Jacob Pereira at [jacob.pereira@bromley.gov.uk](mailto:jacob.pereira@bromley.gov.uk).

New reviews are likely to be undertaken throughout the 2023-24 academic year. Details about this project will be provided to SENCOs when this is finalised.

Relating to the content of SEND Information Reports in particular, ISAT's Senior SEN Support Advisory Teachers are available to implement SEN Support Development Projects (SSDPs) in partnership with SENCOs and other leaders across their partnered trusts. This includes strategic reviews and planning workstreams with a focus on developing SEN Support provisions and systems, especially for higher incidence needs. In-school training and input within trust multi-school meetings can feature as part of this work. Contact: [hannah.little@bromley.gov.uk](mailto:hannah.little@bromley.gov.uk).