

# SEN/D Statutory Compliance Health Check 2022

## SEN/D Information Report | Accessibility Plan

|   |                              |                           |
|---|------------------------------|---------------------------|
| <b>School</b><br>St Mary's Catholic Primary | <b>SENCO</b><br>Sarah Durand | <b>Date</b><br>28/06/2022 |
|---|------------------------------|---------------------------|

**SEN/D Information Report compliance** – a free-standing document: Compliance with The Special Educational Needs and Disability Regulations 2014 Schedule 1 Regulation 51:

|   | Compliant | Partially compliant | Not compliant |
|---|-----------|---------------------|---------------|
| <b>1. SEND TYPES</b><br>The kinds of special educational needs for which provision is made at the school.   | ●         |                     |               |
| <b>2. IDENTIFYING NEEDS</b><br>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>3. PROVISION PLANNING EVALUATION</b><br>Information about the school's policies for making provision for pupils with SEND.   | ●         |                     |               |
| <b>4. SENCO NAME + CONTACT DETAILS</b><br>In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.   | ●         |                     |               |
| <b>5. STAFF EXPERTISE &amp; TRAINING</b><br>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>6. RESOURCES</b><br>Information about how equipment and facilities to support children and young people with special educational needs will be secured.  | ●         |                     |               |
| <b>7. PARENT CONSULTATION</b><br>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.                                       | ●         |                     |               |
| <b>8. STUDENT CONSULTATION</b><br>The arrangements for consulting young people with special educational needs about, and involving them in, their education.  | ●         |                     |               |
| <b>9. COMPLAINTS &amp; CONCERNS</b><br>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>10. OTHER AGENCIES</b><br>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>11. PARENT SUPPORT AGENCY CONTACTS</b><br>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>12. TRANSITION &amp; PFA</b><br>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>13. LOCAL OFFER</b><br>Information on where the local authority's local offer is published.  | ●         |                     |               |

**Accessibility Plan compliance** – can be either a free-standing document or published within another document: *Compliance with The Equality Act 2010 Schedules 3 & 4:*

|   | Compliant | Partially compliant | Not compliant |
|---|-----------|---------------------|---------------|
| <b>14. CURRICULUM</b><br>Plans for increasing the extent to which disabled pupils can participate in the school's curriculum.   | ●         |                     |               |
| <b>15. PHYSICAL ENVIRONMENT</b><br>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. | ●         |                     |               |
| <b>16. INFORMATION</b><br>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  |   |   |
|---|---|---|
| <b>A. Is the SIR <u>very easy to find</u>?</b>  | <b>The SIR is very easy to find</b>                           | <b>The SIR is not very easy to find</b>                               |
|   | ●   |   |
| <b>B. Is the SIR titled <u>'SEN(D) Information Report'</u>?</b>   | <b>The SIR is titled correctly</b>                            | <b>The SIR has a different title in one or more places</b>            |
|   | ●   |   |
| <b>C. Is the SIR <u>current (i.e. updated in the past 12 months), with a date provided for the most recent update</u>?</b>  | <b>The SIR has been updated in the past 12 months</b>         | <b>The SIR appears not to have been updated in the past 12 months</b> |
|   | ●   |   |
| <b>D. Does the SIR have <u>accurate and up to date information</u> relating to the school and local area organisations?</b> | <b>The SIR's information is fully accurate and up to date</b> | <b>The SIR's information is not fully accurate and/or up to date</b>  |
|   | ●   |   |
| <b>E. Is there evidence that the SIR has been <u>co-produced with the school community</u>?</b>                             | <b>There is evidence that the SIR has been co-produced</b>    | <b>There is no evidence that the SIR has been co-produced</b>         |
|   | ●   |   |

| Accessibility Plan  |   |   |
|---|---|---|
| <b>F. Is the Accessibility Plan <u>very easy to find</u> as a stand-alone document?</b>                                       | <b>The Accessibility Plan is very easy to find</b>                        | <b>The Accessibility Plan is not very easy to find</b>  |
|   | ●   |   |
| <b>G. Are the Accessibility Plan's sections for <u>curriculum, physical environment and information clearly labelled</u>?</b> | <b>The Accessibility Plan's sections are clearly labelled</b>             | <b>The Accessibility Plan's sections are not clearly labelled</b>                             |
|   | ●   |   |
| <b>H. Has the Accessibility Plan been reviewed and <u>updated with the past four years</u>?</b>                               | <b>The Accessibility Plan has been updated within the past four years</b> | <b>The Accessibility Plan does not appear to have been updated within the past four years</b> |
|   | ●   |   |



**Inclusion Support Advisory Team (ISAT)**  
*SEN Advisory Teams*

**Carol Pyne**

Advisory Teacher | SEN Support Partner

Inclusion Support Advisory Team (ISAT)

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