

Special Educational Needs School Information Report “What we offer”

This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school.



THINK BIG
DO THE
RIGHT THING
TEAM SPIRIT

Please also refer to our SEND and Learning policy and our Accessibility Plan

SEND And Learning Policy: http://www.dslv.org.uk/force_download.cfm?id=4418

Accessibility Plan : http://dslv.org.uk/force_download.cfm?id=4420

How to you teach children or young people with special educational needs and disabilities?

Please delete this guidance and replace it with your school's answers.

Questions to think about when answering

- How do you make sure children or young people with special educational needs can access the curriculum?
- Do you use different teaching frameworks/curriculums?
- How do you change the learning environment to suit learners?
- Do you have a type of special educational needs you have lots of experience with?

Remember: You can provide links to other documents for those who want more detail.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): ‘...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability’

How do you decide a child or young person has special educational needs or disabilities?

Please delete this guidance and replace it with your school's answers.

Questions to think about when answering

- How do you work with families in identifying special educational needs?
- Do you look for specialist advice?
- What evidence do you look for of special educational needs?
- How can a parent or carer raise concerns?

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for identifying the particular SEN of children and young people.'

SEND Code of Practice 2014 4.34: 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.'

SEND Code of Practice 2014 4.35: 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

What extras do you offer children or young people with special educational needs?

Please delete this guidance and replace it with your school's answers.

Questions to think about when answering

- How do you make sure children or young people with special educational needs can access the curriculum?
- Do you use different teaching frameworks/curriculums?
- How do you change the learning environment to suit learners?
- Do you have a type of special educational needs you have lots of experience with?

Remember: You can provide links to other documents for those who want more detail.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you make sure children and young people with special educational needs and disabilities do well?

Please delete this guidance and replace it with your school's answers.

Questions to think about when answering

- How do you make sure all learners with special educational needs are making good progress?
- Who tracks this progress?
- How do you involve learners and families in evaluating your provision?
- How do you decide your next steps should be?
- Where do you publish this information?
- Who oversees the progress of children or young people with special educational needs (governors/SENCOs)?

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

What facilities do you have to support children or young people with special educational needs and disabilities?

Please delete this guidance and replace it with your school's answers.

Questions to think about when answering

- Do you have any special facilities onsite (for example a sensory room or a space for physiotherapy)?
- Do you have specialist equipment or facilities onsite?
- Can you access, or have you in the past accessed, specialist facilities or equipment off site?
- Are you able to support children and young people in accessing therapies (for example horse riding or hydrotherapy)?
- How do you make sure all learners can access all your facilities?

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).'

SEND Regulations 2014 5(f): 'How facilities that are available can be accessed by children and young people with special educational needs or a disability.'

Do you have staff with specialist training or have 'experts' to support you?

Please delete this guidance and replace it with your school's answers.

Questions to think about when answering

- What level of training/specialism is available from your staff?
- How do you develop your staff's training (for example raising awareness through in-services days or sending staff on specialist training courses)?
- What do you do if you need support in meeting the needs of a learner?
- Who are the 'experts' you access?

What the legislation says...

SEND Code of Practice 2014 4.32: information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:

o **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)

o **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and

o **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

SEND Regulations 2014 5(i): 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.'

How do you support the wellbeing of children and young people with special educational needs and disabilities?

Please delete this guidance and replace it with your school's answers.

Questions to think about when answering

- What extra support do you offer for the emotional, mental and social wellbeing of your learners?
- How do you support children and young people with special educational needs and disabilities in being included socially?
- What do you do to prevent bullying?
- How do you work with families to support their children emotionally, mentally and socially?
- What support is there to prevent exclusions?
- How do you manage the administration of medicines and providing personal care?

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'

SEND Regulations 2014 5(j): how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

What happens if a child or young person needs specialist equipment, services or support?

Please delete this guidance and replace it with your school's answers.

Questions to think about when answering

- What do you do if a child needs specialist equipment or support?
- How long does it take for you to secure equipment or support, or do you have immediate access to some resources?
- How do you decide to access specialist support for a learner?
- How do you arrange 1:1 support, if needed, and how long does it take you?
- What are your arrangements for covering 1:1 workers if they are sick or leave?

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.'

SEND Code of Practice 2014 4.35: 'The information **must** also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

How will I know if my child or young person is doing well in school?

Please delete this guidance and replace it with your school's answers.

Questions to think about when answering

- How are families, including the learner, involved in assessments and reviews?
- How often do you meet with a family to discuss progress?
- How do you document progress (for example Individual Educational Plans)?
- How do you maintain contact between meetings (phone calls, email, text or social media)?
- How do you track the progress of a learner with special educational needs or disability?
- How do you decide what interventions are needed?
- What do you do if a learner is not making good progress?

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

Do you have 'out of school' activities that children or young people can do?

Please delete this guidance and replace it with your school's answers.

Questions to think about when answering

- Are there out of school activities at your setting?
- Are there holiday activities at your setting?
- Do you have school trips?
- How do you make sure learners with special educational needs and disabilities are able to attend?
- Do you have any specialist groups or activities for learners with special educational needs or disabilities?

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

SEND Regulations 2014 5(g): 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

How do you support children or young people moving on to their next school or setting?

Please delete this guidance and replace it with your school's answers.

Questions to think about when answering

- What do you do to make transitions easy for learners?
- How do you ensure learners are prepared for going to their new setting?
- How do you support learners in moving classroom?
- What do you do to ensure your information is passed on to the next setting?

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.'

Parent Carer feedback: 'I want to know what schools are supposed to do to help when my child changes school.'

What should I do if I disagree with what you're doing or want to make a complaint?

Please delete this guidance and replace it with your school's answers.

Questions to think about when answering

- What should a learner or family do if they are not happy with their current care at your setting?
- How should learner raise their concerns (for example, in writing)?
- How do you resolve disputes?
- What is your formal complaint procedure?

What the legislation says...

SEND Code of Practice 4.7: 'Comprehensive:...The Local Offer **must** include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

Who should I contact for more information?

Please delete this guidance and replace it with your school's answers.

Questions to think about when answering

- What is their job title?
- How should I contact you?

Where can I find out more about what support there is for children and young people with SEND in the local area?

Insert links to the local offer (NB. sometimes there will be more than one for academies that have pupils from more than one local authority).