The Children and Families Act 2014 requires schools to prepare an SEN Information Report to ensure that parents are fully informed about the provision the school is making for children and young people with Special Educational Needs and Disability (SEND). The SEN Information Report is the exemplification of the school’s SEN Policy. This creates an opportunity for schools to review their approach to provision within the school and ensure that it is meeting the broader requirements of the Children and Families Act 2014 and the related Code of Practice January 2015 and the Equality Act 2010.

All mainstream schools and maintained nursery schools are required by law to produce an annual SEN Information Report (Special Educational Needs (Information) Regulations Clause 65.) and to make their annual SEN Information Report available on their website.

The SEN Information Report will form part of the school’s Local Offer and should be made available on the Torbay Local Offer website, linked to the school/nursery record.

This template has been co-produced by SENDCo/SEN and can be used by settings as a guide to write their SEN Information Report. The template covers the relevant points detailed in the regulations Clause 65. Schools are equally free to create and use their own templates if preferred, providing they are mindful of ensuring their own template is legally compliant.

It may also be useful for schools to consider the following frequently asked question from parents/carers when writing their SEN Information Report.

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

Within the template below is included the primary legal reference (***in green bold italic***) for each question relevant, a brief outline (**in bold black text**) and example text to clarify what each answer needs to include in order to be compliant (*in italic* – with all sections that require the addition of relevant school specific information in red ).

|  |  |
| --- | --- |
| **Person with overall responsibility for SEN within school / college / organisation:** | Click here to enter text.***SCHEDULE 1 SEND Regs******4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.*** |
| **Contact Details:** | Click here to enter text. |
| **Web address of SEN Policy:** | Click here to enter text. |

Example text:

*This report has been written in line with the requirements of:-*

* *Children and Families Act 2014*
* *SEN Code of Practice 2014*
	+ *SI 2014 1530 Special Educational Needs and Disability Regulations 2014*
		- *Part 3 Duties on Schools – Special Educational Needs Co-ordinators*
		- *Schedule 1 regulation 51– Information to be included in the SEN information report*
		- *Schedule 2 regulation 53 – Information to be published by a local authority in its local offer*
* *Equality Act 2010*
* *Schools Admissions Code, DfE 1 Feb 2012*
* *SI 2012 1124 The School Information (England) (Amendment) Regulations 2012*
* *SI 2013 758 The School Information (England) (Amendment) Regulations 2013*

*This report should be read in conjunction with the following school policies/plans:*

*List other linked policies:*

 *e.g. Behaviour/Discipline Policy, Safeguarding Policy, SEN Policy, Complaints Policy, Managing Medicines Policy, Access plan, Equalities Policy, Inclusion Policy, etc.*

*This report was developed with give details of your engagement and participation process that involved parents/carers, representatives from the governing body and parent teachers association and parents of children with special educational needs and will be reviewed at least annually.*

***Definition of SEN***

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty if he or she:*

1. *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
2. *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4)*

***Definition of disability***

*Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is’…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014, p5)*

|  |
| --- |
| **Name of Education Provider:** Click here to enter text. |
| 1. **What special education provision is available at our setting?**

**What do we do here to meet your needs?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs*** ***1 - The kinds of special educational needs for which provision is made at the school.******s.69 C&FA (3)(b)(1)*** ***(ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;*** ***(iii) the facilities provided to assist access to the school by disabled pupils;******(iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).*****Schools should be able to provide a comprehensive picture of their SEN provision and this should be in line with the overall picture provided by the Local Offer.**Example text:*At name of school we can make provision for every kind of frequently occurring special educational need without a Statement of Special Educational Needs / Education, Health and Care plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger’s syndrome, learning difficulties and behaviour difficulties.* *There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.* *The school also has experience of pupils with a Statement of Special Educational Need / Education, Health and Care plan with the following kinds of special educational need:* *list all current and recent past SEN needs of Statements of SEN/EHC plans*.

|  |  |  |
| --- | --- | --- |
| *Area of need* | *No. of pupils at SEN support* | *No. of pupils with Statement or EHC plan* |
| *Cognition & Learning* | *Add number* | *Add number* |
| *Communication & Interaction* | *Add number* | *Add number* |
| *Social Emotional Mental Health* | *Add number* | *Add number* |
| *Physical* | *Add number* | *Add number* |
| *SEN – All* | *Add number* | *Add number* |

*Add the role of the SENDCo, Headteacher and Governors or proprietor here and a link to the schools’ Accessibility Plan* |
| 1. **What criteria must be satisfied before children and young people can access this provision/service?**

**What sort of needs would you have for us to be able to help you?** |
| Click here to enter text.**s.69 C&FA (3)(b)(1)****the arrangements for the admission of disabled persons as pupils at the school;**Example text:*The admission arrangements for pupils without a Statement of Special Educational Needs / Education, Health and Care plan are administrated by name the admissions authority and do not discriminate against or disadvantage disabled children or those with special educational needs.* *It may also be useful to provide a link to the schools admissions policy here**Decisions on the admission of pupils with a Statement of Special Educational Need / Education, Health and Care plan are made by the Local Authority.* |
| 1. **How do we identify the particular special educational needs of a child or young person?**

**How do we work out what your needs are and how can we help?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs*** ***2 - 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.*****Schools should have a good understanding of the process for identifying SEND and a clear assessment policy in place. Where necessary schools should have access to specialist support to help in more complex cases.****Schools should also be ensuring that SENCOs are trained and have the national qualification and are supported in their role. Ideally SENCOs should be part of the senior management team.****Transparency about the SEND budget at school level and whole school approach to planning around SEND would be helpful in this context.**Example text:*At name of school we monitor the progress of all pupils at least add number times a year to review their academic progress. We also use a range of assessments with all the pupils at various points list of universal assessments eg Y1 phonics screening, spelling age, reading age etc. and mention when and how often they are used.* *Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are list of examples.* *Explain how you follow the Assess, plan, do, review cycle ….**Some pupils may still fail to make adequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At name of school we are experienced in using the following assessment tools list of individual assessment tools. And we have access to external advisors who are able to use the following assessment tools list of specialist assessments and personnel who can use them.**The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.* *If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.* *We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.* |
| 1. **How do we consult with parents and/or children and young people about their needs?**

**How do we find out about what you and your parents think you need help with?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs*** ***7 - The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.*** ***8 - The arrangements for consulting young people with special educational needs about, and involving them in, their education.*****Section 19 Children & Families Act 2014 clearly explains the underlying principle that parents, children and young people should be central to and fully involved in all decision in relation to their education. This includes the paramount importance of parents, children and young people’s views, wishes and feelings.*** **Is there a clear policy in place on the involvement of parents and does it address any needs they or their children have for support?**
* **What opportunities are there for parents to have structured conversations with teachers about progress and how are communication and other support provided?**
* **What communication support is available for parents and how is that accessed?**
* **Schools should ensure that children and young people with SEND have the chance to be involved in discussions about their education and support especially where the child or young person has an EHC plan.**
* **What process is in place to ensure the full engagement of children and young people with SEND?**
* **How are their communication needs being met?**
* **If there is a school council or pupil body are pupils with SEND represented?**

Example text:*All parents of pupils at name of school are invited to discuss the progress of their children on number of occasions a year and receive a written report number of times per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.**If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.**In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.**When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.* |
| 1. **What is our approach to teaching children and young people with special educational needs?**

**How will we teach you?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs*** ***3(c) - the school’s approach to teaching pupils with special educational needs;******There should be a clear narrative about the approach to teaching in the school.******• What are the specific approaches deployed around different SEND?*** ***• How are these reflected in our deployment of the delegated SEND Budget - how does the school access specialist support services?*****High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37)**Example text:*In name of school the quality of teaching is judged to be inadequate / requires improvement in our last Ofsted inspection and the school is working closely with the Local Authority to improve this to good**Or**In name of school the quality of teaching is judged to be good / outstanding.**The school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as ‘notional SEN funding’* |
| 1. **How can we adapt our curriculum for children and young people with special educational needs?**

**What sort of things will you learn here?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs*** ***3(d) - how the school adapts the curriculum and learning environment for pupils with special educational needs;******1(iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).******3(f) - how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;*****Schools and other settings should be able to provide a good level of access and equipment for their pupils and demonstrate their awareness of basic access needs or how these will be addressed. Schools may also want to consider the links between personal budgets and the rights to auxiliary aids and adaptations.*** **How are we ensuring that children and young people with SEND are able to access the curriculum and have the right communication support and auxiliary aids in place? Include reference to the school accessibility plan here.**

Example text:*At name of school we adapt the curriculum and the learning environment for pupils with special educational needs in line with our Accessibility Plan (hyperlink the Accessibility Plan). We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs / Education, Health and Care plans.**As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school’s accessibility planning list the improvements that have been made to building, curriculum, training of staff and have identified that the following aspects of the school need to be improved list the planned improvements to buildings, curriculum, training of staff* *All curriculum related trips and activities offered to pupils at name of school are available to pupils with special educational needs either with or without a Statement of Special Educational Needs / Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.*  |
| 1. **How will we ensure we get the services, provision and equipment that children and young people need?**

**How will we make sure that you get all of the help that you need from different people?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs******6 - Information about how equipment and facilities to support children and young people with special educational needs will be secured.*** ***3(f) - how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;***Example text:*Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice.* *All clubs, trips and activities offered to pupils at name of school are available to pupils with special educational needs either with or without a Statement of Special Educational Needs / Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity* |
| 1. **How is this provision funded?**

 **Who pays for this?** |
| Click here to enter text.*Give a brief explanation of the main funding blocks**Detail the specific amounts of funds received from:** *Notional SEN funding*
* *Pupil premium*
* *High needs block*

*Then explain how it is used:** *Staffing costs*
* *SEN Staff training budget*
* *Additional resources*
 |
| 1. **What additional learning support is available for children and young people with special educational needs and how do they access it?**

**What else will we do to help you learn and how will this happen?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs*** ***3(e) - additional support for learning that is available to pupils with special educational needs;*** Example text:*As part of our budget we receive ‘notional SEN funding’. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional**and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map.* *In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school as required in line with the Childs’ Statement of Special Educational Needs / Education, Health and care plan.* |
| 1. **How do we support and improve the emotional and social development of children and young people with special educational needs?**

**How can we help you learn about your feelings and relationships?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs******3(g) - support that is available for improving the emotional, mental and social development of pupils with special educational needs.*** ***3(f) - how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;***Example text:*At name of school we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance list e.g. PSHE, tutor time and indirectly with every conversation adults have with pupils throughout the day.* *For some pupils with the most need for help in this area we also can provide the following: list e.g. access to counsellor, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated etc**Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.**All clubs, trips and activities offered to pupils at name of school are available to pupils with special educational needs either with or without a Statement of Special Educational Needs / Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity* |
| 1. **How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?**

**How can we help you to get ready to change to a different place or to leave here?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs******12 - 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.*****Schools should have clear arrangements for supporting children with SEND between early years and school and phases of school to transition. For young adults outcomes should also consider independence outcomes.*** **What links does the school have with other settings and what assessments and plans have been put in place to ease transfer between these?**
* **How are transfer arrangements between school phases supported?**
* **What arrangements are in place between school and colleges?**
* **What arrangements are in place between school and Social Care and other adult services?**

Example text:*At name of school we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible. Description of arrangements for seeking information from pre-school setting to Primary or Primary to Secondary.**We also contribute information to a pupils’ onward destination by providing information to the next setting. Description of arrangements for providing information to primary school, secondary school, FE college, apprenticeship provider etc* |
| 1. **What other support is available for children and young people with special educational needs and how can they access it?**

**What other help can we give you or help you to get?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs*** ***11 - The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.******13 - Information on where the local authority’s local offer is published.***Example text:[*SENDIASS Torbay*](http://sendiasstorbay.org.uk/) *provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child’s education. They can be contacted on:* ***Office****: 01803 212 638**E-mail:**info@sendiasstorbay.org.uk**Website:* [*http://sendiasstorbay.org.uk/*](http://sendiasstorbay.org.uk/)*The local authority’s local offer is published at* [*www.fis.gov.uk*](http://search3.openobjects.com/kb5/torbay/fsd/localoffer.page?localofferchannel=0) *and parents without internet access should make an appointment with the SENCO for support to gain the information they require* |
| 1. **What extra-curricular activities are available for children and young people with special educational needs?**

**What other activities can you do here?**  |
| Click here to enter text.***3(f) - how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;***Example text:*At name of school we offer the following extra-curricular activities list the activities on offer**All clubs, trips and activities offered to pupils at name of school are available to pupils with special educational needs either with or without a Statement of Special Educational Needs / Education, Health and Care plan. Where it is necessary and practice, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity, however, this may not always be possible for extra-curricular activities.* |
| 1. **How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?**

 **How do we know that the help we are giving you is working?** **How can you and your family tell us what you think?**  |
| Click here to enter text.***SCHEDULE 1 SEND Regs*** ***3(b) - the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs;*****Systems need to be in place for evaluating interventions and how they are working. Settings need to paint a picture of what typical interventions are and what are the levels for different needs and how it assesses and evaluates progress. This information must be shared with parents and young people.*** **How are we using tracking data and compiling additional data around children with SEND?**
* **How are we monitoring the development of key learning skills?**
* **How are we defining outcomes for Independence skills?**
* **How are using our data on children with SEND?**
* **How are we deploying the Pupil Premium and monitoring effectiveness? (DfE monitoring form)**

Example text:*Every pupil in the school has their progress tracked number times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at name of school are list of assessments or refer to list in question 2 above. Using these it will be possible to see if pupils are increasing their level of skills in key areas.**If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted*. |
| 1. **How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?**

**How do we make sure that we are being the best that we can be?**  **How can you and your family tell us what you think?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs*** ***3(a) - how the school evaluates the effectiveness of its provision for such pupils;******7 - The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.******8 - The arrangements for consulting young people with special educational needs about, and involving them in, their education.*****Schools should be able to provide a good account of how they are evaluating the effectiveness of interventions e.g. language and communication support and the approaches being followed. Evidence-based approaches should be deployed and reviewed.*** **How is tracking data being effectively used in respect of pupils with SEND - how is this being used in discussions with parents and young people?**
* **How is information reported to governors and how is any challenge from them evidenced?**
* **What plans are in place when provision or interventions need to be escalated?**

Example text:*Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.**The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:** *Is significantly slower than that of their peers starting from the same baseline*
* *Fails to match or better the child’s previous rate of progress*
* *Fails to close the attainment gap between rate of progress*
* *Widens the attainment gap*

*Add an explanation of how you ensure progress is measured in relation to prior attainment data here* *For pupils with or without a Statement of Special Educational Needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.* *When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years*.  |
| 1. **How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?**

**How do we make sure that everyone that works with you has the right skills and can do the right things to help you?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs******5 - 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.******3(f) - how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;*****A picture of the school’s overall level of expertise and approach to SEND. Information about specialist resources within the school or to which the school has access such as Teachers of the Deaf and Vision Impaired. How it deploys learning and teaching assistant support and the level of training of that support in respect of different SEND. What arrangements and access they have to outside support such as the Local Authority specialist teachers and advice. Also what awareness training is given to all staff on the particular issues facing children and young people with SEND?*** **What expertise do we have in the school on different SEND and at what level?**
* **What are the arrangements for triggering additional support in the school and are there any specialist local resources which the school uses?**
* **Is there a CPD plan in place to fill any current gaps in specialist support at the school level?**

Example text:*All teachers and teaching assistants have had the following awareness training list of all awareness, training**In addition the following teachers have received the following enhanced and specialist training list of members of staff, training received and qualifications gained.**Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, list special schools, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.**All clubs, trips and activities offered to pupils at name of school are available to pupils with special educational needs either with or without a Statement of Special Educational Needs / Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity*  |
| 1. **How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?**

**How do we make sure that your parents know how we can help them?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs******7 - The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**** **Is there a clear policy in place on the involvement of parents and does it address any needs they or their children have for support?**
* **What opportunities are there for parents to have structured conversations with teachers about progress and how are communication and other support provided?**
* **What communication support is available for parents and how is that accessed?**

Example text:*All parents of pupils at name of school are invited to discuss the progress of their children on number of occasions a year and receive a written report number of times per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.* *All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.**If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.* |
| 1. **How can parents, children and young people make a complaint about our provision?**

  **What can you do if you are not happy about something that has happened here?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs******9 - Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.*****There should be a clear process in place for parents to complain and how the outcomes of any complaint should be handled.** * **What right of redress do parents have if they are still not happy?**
* **Schools should ensure that there is a culture of acceptance of complaints as helping to improve the service and that parents are not worried about doing so.**
* **Is there a clear process in place to handle complaints?**

Example text:*The normal arrangements for the treatment of complaints at name of school are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with list suitable for your school e.g. class or subject teacher, SENCO or Head of Pastoral Care, Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.**If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service may be contracted, depending on the nature of the complaint. If it remains unresolved after this, the complainant may be able to appeal to the First–tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination or to the Secretary of State for other cases.**There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school*. |
| 1. **How can parents, children and young people get more information about the setting?**

**How can you find out more about us?** |
| Click here to enter text.*In addition to the school address, phone contact, email, website, add the suggestion that parents look at the schools’ SEN Policy, Accessibility Plan and Ofsted (with weblinks to each)* |
| 1. **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?**

**How do we work with everyone else to help you?** |
| Click here to enter text.***SCHEDULE 1 SEND Regs******10 - How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils***Example text:*The governing body have engaged with the following bodies:-** *A Service Level Agreement with Educational Psychology service for x days per year*
* *Link to Disabled Children’s Service for support to families for some pupils with high needs*
* *Access to local authority’s service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice*
* *Ability to make ad hoc requests for advice from Communication and Assistive Technology outreach , etc*
* *Membership of professional networks for SENCO eg. SENCO forum etc*
 |
| **21. Arrangements for supporting children who are looked after by the local authority and have SEN** **How do we help children who are looked after by Torbay Council?** |
| Click here to enter text.**It is important to mention arrangements for:*** **Regular liaison between designated teacher and SENCOto ensure that looked after children with SEND receive the same level of support as other children with SEND in accordance with the Code of Practice.**
* **involvement in and attendance of LAC reviews and all other relevant social care meetings in order to provide information regarding the child’s learning, attainment and any concerns raised by the school.**
* **Combining meetings wherever appropriate and possible.**
 |

**Date:**

**Signed by;**

**Headteacher: name / signature**

**SEN Govenor: name / signature**

**SENDCo: name / signature**