

# SEN Information Report Guidance

Since September 2014, all schools, including academies, have been required to publish a SEN information report on their school website, and ensure that it includes details of, and links to, the area's local offer.

As part of the statutory requirement to have a SEN information report, schools are expected to review these at least annually and ensure it is updated. In undertaking such a review, some of the key questions that need to be explored are:

- Is the SEN information report easy to find?
- Does it cover all 14 required areas – see paragraphs 6.79 – 6.83 of the [Code of Practice](#)?
- Is it up-to-date? Has it been reviewed within the last year?
- Is it easy to understand?
- Does it convey a welcoming message?
- How well presented is it?
- What do parents and children/young people think of it, are they involved in co-producing the report?
- Does it provide a link to the school's accessibility plan?

Best practice would suggest that by keeping the SEN information report as a live, up-to-date profile enables schools to celebrate the quality of the school's provision for pupils with SEN and share details of pupils' achievements with pupils, parents/carers, local authorities, Ofsted and other interested members of the public.

The information required is set out in paragraph 6.79 – 6.83 of the Code of Practice. It states the SEN information report must include:

- the kinds of SEN 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. This should include 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
- arrangements for handling complaints from parents of children with SEN about the provision made at the school