



Northumberland County Council

The School SEN Information Report

It is the responsibility of Governors to ensure that schools publish an accessible report which contains defined information about how the school meets the needs of learners with Special Educational Needs and/or Disabilities. Most Governing Bodies delegate this to the school Headteacher or SENCo, but as the ultimate responsibility lies with Governors, this document outlines the requirements, to support Governors or Directors to check compliance.

According to the Special Educational Needs and Disability Regulations 2014, the SEN Information Report MUST include information about:

1. the kinds of SEN that are provided for
2. policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
3. arrangements for consulting parents of children with SEN and involving them in their child's education
4. arrangements for consulting young people with SEN and involving them in their education
5. 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
6. 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
7. the approach to teaching children and young people with SEN
8. how adaptations are made to the curriculum and the learning environment of children and young people with SEN
9. the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
10. evaluating the effectiveness of the provision made for children and young people with SEN
11. 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
12. 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
13. 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
14. arrangements for handling complaints from parents of children with SEN about the provision made at the school'

The SEND Code of Practice 2015 (see section 6.79)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>