

## Publishing information: School Local Offer and SEN Information Report

### Sources of information:

- Special Educational Needs and Disability Code of Practice: 0-25 years (Department for Education/ Department of Health, 2015)
- Regs – SEN info report = The Special Educational Needs and Disability Regulations 2014 (SCHEDULE 1 Regulation 51): ‘Information to be included in the SEN information report’
- Regs – Local Offer = The Special Educational Needs and Disability Regulations 2014 (SCHEDULE 2, Regulation 53) ‘Information to be published by a local authority in their local offer’

For Children and Families Act 2014 sections on the Local Offer and SEN Information Report, see below. They contain some relevant definitions.

Directive – ‘must’ or ‘should’	CoP – Local Offer	Regs – Local Offer	CoP – SEN info report	Regs – SEN info report
Schools have additional duties under the Special Educational Needs and Disability Regulations 2014. (4.34)	x			
The information itself				
Above information should be updated annually, and any changes occurring during the year should be updated as soon as possible (6.79)			x	
Should include named contacts within the school for situations where young people or parents have concerns (6.81)			x	
Name and contact details of the SEN co-ordinator (6.79) <b>(must)</b>			x	x 4
Should give details of the school’s contribution to the Local Offer (6.81)			x	
Accessibility of information				
Local offer <b>must</b> make it clear where school and post-16 institution SEN information can be found (4.36)	x	x		
<b>Must</b> contain information on where the local authority’s Local Offer is published (13) (6.81)		x	x	x 13
Information easily accessible by parents and young people			x	
Information set out in clear straightforward language (6.81)			x	
Content - policy				
<b>Must</b> include information about the arrangements for the admission of <b>disabled</b> pupils (4.35)	x			
Should include information on the school’s SEN policy (6.81)			x	
Governing bodies of maintained schools/nursery schools <b>must</b> publish information about the implementation of the governing body’s (or equiv.) policy for pupils with <b>SEN</b> (6.79)			x	
Information about the school’s policies for the identification and assessment of pupils with <b>special educational needs</b> (mainstream schools and maintained nursery schools) (6.79) <b>(must)</b>			x	x (2)

Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including— a) how the school evaluates the effectiveness of its provision for such pupils b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs; c) the school's approach to teaching pupils with special educational needs; d) how the school adapts the curriculum and learning environment for pupils with special educational needs; e) additional support for learning that is available to pupils with special educational needs; 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; g) support that is available for improving the emotional, mental and social development of pupils with special educational needs. <b>(must)</b>				x (3 a-g)
Arrangements the local authority has for funding children/young people with SEN (Sch 2/3d) <b>(must)</b>		x		
<b>SEN specific information</b>				
The kinds of SEN provided for (6.79) <b>(must)</b>			x	x (1)
Arrangements in place for identifying the particular SEN of children and young people (4.32) (must)	x	Sch 2/4a		
Schools should also make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report. (6.83)			x	
<b>Teaching and learning</b>				
Information about approaches to teaching – SEN or disabilities (4.32; 6.79) (must)	x	Sch 2/5a	x SEN	
Information about support available to children/young people with SEN		Sch 2/5h		
Information about special educational provision regarding curriculum support <b>(must)</b>		inc 41: m/s sch + 16+		
In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN (6.82)			x	
Information about adaptations to the curriculum – SEN or disabilities (4.32; 6.79 – 'how adaptations are made') (must)	x	Sch 2/5b SEN	x SEN	
Information about additional learning support (special educational provision) for those with SEN (4.32) (must)	x	m/s sch + 16+ Sch 2/5c		
SEN information report content must be more detailed than in the local offer about the following	x			

arrangements for pupils with SEN: <ul style="list-style-type: none"> <li>Identifying</li> <li>Assessing</li> <li>Making provision</li> </ul> (4.34)				
The school-specific information should relate to the school's arrangements for providing a <b>graduated approach</b> to children's SEN. It should elaborate on the information provided at a Local Authority wide level in the Local Offer. (4.35)	x			
Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so [no SEND designation] (4.32; 6.79) (must)	x	Sch 2/5d SEN	x	
Information about assessing and evaluating the effectiveness of the education and training provision the local authority makes for children and young people with SEN or disabilities (4.32; 6.79 – not 'assessing') (must)	x	Sch 2/5e (no design)	x SEN	
Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities (4.32) (must)	x	Sch 2/5g SEN		
Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN [Regs 'supported and improved'] (4.32; 6.79 – not 'mental') (must)	x	Sch 2/5j SEN	x SEN	
The above should include measures to prevent bullying (4.32)	x			
The above should include <b>extra pastoral support arrangements</b> for listening to the views of pupils and students with SEN (4.32)	x			
Information about special educational provision provided by special schools and special post-16 institutions ( <b>must</b> )		x		
Information about special educational provision secured by local authorities (m/s sch + 16+ + PRUs + alternative provision academies) ( <b>must</b> )		x		
<b>Transition</b>				
Arrangements for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living (4.32; 6.79) (must)	x	Sch 2/4d SEN	x	x 12
As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society (6.79)			x	
<b>Access</b>				
Information about 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 ( <b>must</b> )			x SEN (‘phys act’ not stated)	x 3f
<b>Must</b> also include the steps taken to prevent disabled	x			

pupils from being treated less favourably than other pupils (4.35)				
Information about adaptations to the learning environment – SEN or disabilities (4.32; 6.79 – ‘how adaptations are made’) (must)	x	Sch 2/4b SEN	x SEN	
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) (4.32) (must)	x	Sch 2/5f SEN		
Arrangements in place for securing the services, provision and equipment required by children and young people with SEN or disabilities [Regs: ‘equipment and facilities] (4.32) (must)	x	Sch 2/4b SEN		x 6 SEN
<b>Must</b> also include the facilities provided to assist access for disabled pupils (4.35)	x			
<b>Must</b> also include the schools’ accessibility plans [Equality Act 2010] (4.35)	x			
<b>Additional needs/vulnerable learners</b>				
The arrangements and information provided about children with SEN/Disability in CoP (2015, 4.32) will include arrangements for supporting children who are looked after by the local authority and have SEN (4.34; 6.80)	x		x SEN	
Should include arrangements for supporting children and young people who are looked after by the local authority and have SEN&D (6.75)			x	
<b>Consultation</b>				
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 (must)				x 11
Arrangements for consulting with parents of disabled children with SEN and disabled young people with SEN or disabilities (4.32) (must)	x	Sch 2/4b SEN		
The arrangements for: <ul style="list-style-type: none"> <li>Consulting young people with special educational needs about, and involving them in, their education (6.79) (must)</li> <li>Consulting parents of children with special educational needs about, and involving such parents in, the education of their child (6.79) (must)</li> </ul>			x	x 7, 8
<b>Workforce</b>				
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 (6.79 – states ‘social care’ not ‘social services’; says ‘voluntary sector’) (must)			x	x 10
Information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities (4.32) (must)	x	Sch 2/5i SEN		
Information about securing expertise should include professional development to secure expertise at different levels: awareness/enhanced/specialist (4.32)	x			

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 (6.79) ( <b>must</b> )			x	x 5
<b>Complaints</b>				
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 ( <b>must</b> )				x 9
Information about arrangements for handling complaints from parents of children with SEN about the provision made at the school (6.79)			x	

## Children and Families Act 2014 – sections 30

### 30 Local offer

- (1) A local authority in England must publish information about—
  - (a) the provision within subsection (2) it expects to be available in its area at the time of publication for children and young people who have special educational needs or a disability, and
  - (b) the provision within subsection (2) it expects to be available outside its area at that time for—
    - (i) children and young people for whom it is responsible, and
    - (ii) children and young people in its area who have a disability.
- (2) The provision for children and young people referred to in subsection (1) is—
  - (a) education, health and care provision;
  - (b) other educational provision;
  - (c) other training provision;
  - (d) arrangements for travel to and from schools and post-16 institutions and places at which relevant early years education is provided;
  - (e) provision to assist in preparing children and young people for adulthood and independent living.
- (3) For the purposes of subsection (2)(e), provision to assist in preparation for adulthood and independent living includes provision relating to—
  - (a) finding employment;
  - (b) obtaining accommodation;
  - (c) participation in society.
- (4) Information required to be published by an authority under this section is to be known as its “local offer”.
- (5) A local authority must keep its local offer under review and may from time to time revise it.
- (6) A local authority must from time to time publish—
  - (a) comments about its local offer it has received from or on behalf of—
    - (i) children and young people with special educational needs, and the parents of children with special educational needs, and
    - (ii) children and young people who have a disability, and the parents of children who have a disability, and
  - (b) the authority’s response to those comments (including details of any action the authority intends to take).
- (7) Comments published under subsection (6)(a) must be published in a form that does not enable the person making them to be identified.
- (8) Regulations may make provision about—
  - (a) the information to be included in an authority’s local offer;
  - (b) how an authority’s local offer is to be published;
  - (c) who is to be consulted by an authority in preparing and reviewing its local offer;
  - (d) how an authority is to involve—

- (i) children and young people with special educational needs, and the parents of children with special educational needs, and
  - (ii) children and young people who have a disability, and the parents of children who have a disability, in the preparation and review of its local offer;
  - (e) the publication of comments on the local offer, and the local authority's response, under subsection (6) (including circumstances in which comments are not required to be published).
- (9) The regulations may in particular require an authority's local offer to include—
- (a) information about how to obtain an EHC needs assessment;
  - (b) information about other sources of information, advice and support for—
    - (i) children and young people with special educational needs and those who care for them, and
    - (ii) children and young people who have a disability and those who care for them;
  - (c) information about gaining access to provision additional to, or different from, the provision mentioned in subsection (2);
  - (d) information about how to make a complaint about provision mentioned in subsection (2).

### **69 SEN information report**

- (1) This section imposes a duty on—
- (a) the governing bodies of maintained schools and maintained nursery schools in England, and
  - (b) the proprietors of Academy schools.
- (2) A governing body or proprietor must prepare a report containing SEN information.
- (3) "SEN information" is—
- (a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;
  - (b) information as to—
    - (i) the arrangements for the admission of disabled persons as pupils at the school;
    - (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).
- (4) In this section—
- "disabled person" means a person who is a disabled person for the purposes of the Equality Act 2010;
- "disabled pupil" includes a disabled person who may be admitted to a school as a pupil.