

October  
2016

# Schools SEN Information Report



## 1. Introduction

FVP started as a group of parent carers who came together to actively seek to improve services in all areas of the lives of children and young people with disabilities or additional needs between the ages of 0 – 25 years. The main aim is to be the strategic consultative body within Peterborough for families, providing a liaison point for statutory and voluntary bodies. FVP also endeavour to bring parents and carers together to have a strong voice ensuring the future is a good one. As well as this FVP arrange national and local trips and activities for the whole family and provide short breaks at the seaside.

Family Voice Peterborough (FVP) looked into the school’s SEN information report in August 2015, where it was found that 12 schools’ did not have an SEN information report published. FVP were asked to revisit the School’s SEND Information Report one year on since the last report. The reason behind this was to see if the school’s/PRU’s who had no SEN information report last year had one published, as well as seeing that the schools who did have an SEN information report last year had updated it since then.

The check list was created against the Special Educational Needs and Disability (SEND) Code of Practice (CoP) 2015 (see below)

*4.34 Schools have additional duties under the Special Educational Needs and Disability Regulations 2014. Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN (see Chapter 6 Schools).*

*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, the facilities provided to assist access for disabled pupils and the schools’ accessibility plans. 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*

And this is underpinned by the Children and Families Act 2014

*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.*

## 2. Method

A spreadsheet was created to record findings on Educational settings ie Maintained, Academies, Secondary and Primary in Peterborough City Council (PCC) Boundary. They were evaluated/scrutinized in the following manner:-

- Do they have a SEN Policy?
- Do they have a SEN Information Report?
- Is there a link on their website to SEN report?
- Has there been Parent/Carer involvement in producing the SEN report?
- Has the Education Provider stated the Parent/Carer involvement in SEN Report?
- How many clicks it takes to access these pages?

One by one the 79 Education Providers were tried and tested. The method used was to use the link given on the Local Offer (LO) website (if it worked), and find the appropriate documents then insert the correct link on the spreadsheet. Alternatively for the schools where the link was not working, the documents had to be found either accessing the school website (through link on LO page) or using a search engine to find the school website.

On completion of the spreadsheet, SEN information report was printed out and filed. Each SEN information report was then read and further comments made using a checklist created from what information is required in the schools SEN report (please see the Code of Practice Jan 2015: Publishing information: SEN information report P.106 – P.107 sections 6.79 – 8.83).

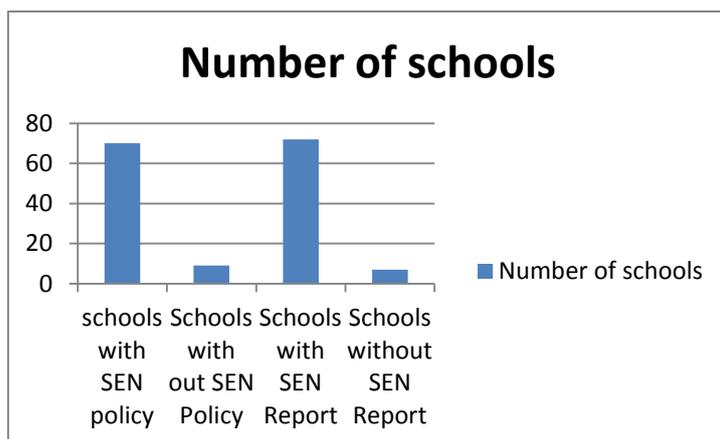
The checklist is comprised of 19 questions, 16 are musts as stated in the Code of Practice, and three are should, it would be best practice to include this information. (The checklist can be found in Appendix 1

<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer>

### 3. RESULTS

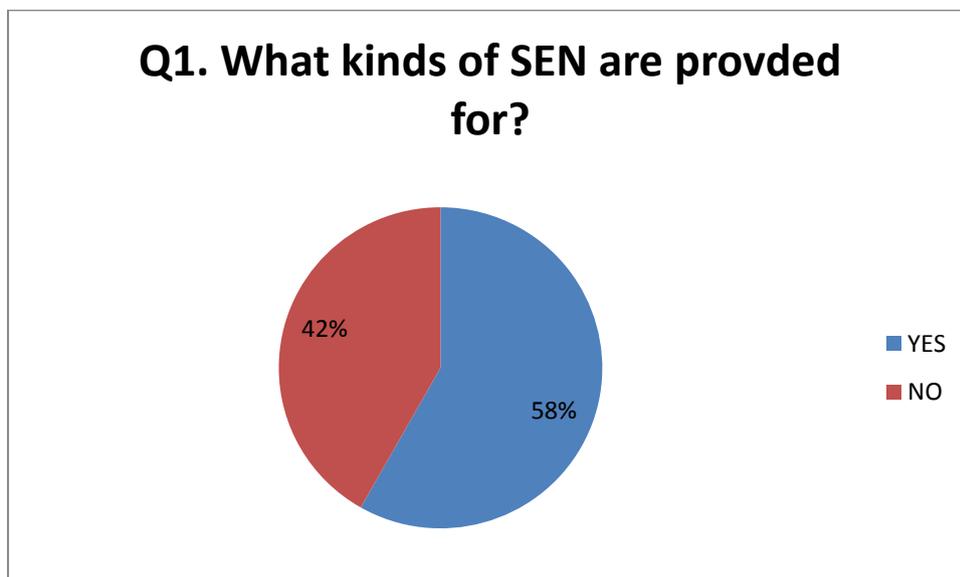
- (a) results show that 91.14% of schools have their SEN information report published on their school website
- (b) results show that 8.86% of schools do not have their SEN Information report either on the PCC LO or their schools website
- (c) results show that 88.2% of schools have an SEN policy whilst 11.8% of schools do not have an SEN policy

Chart 1



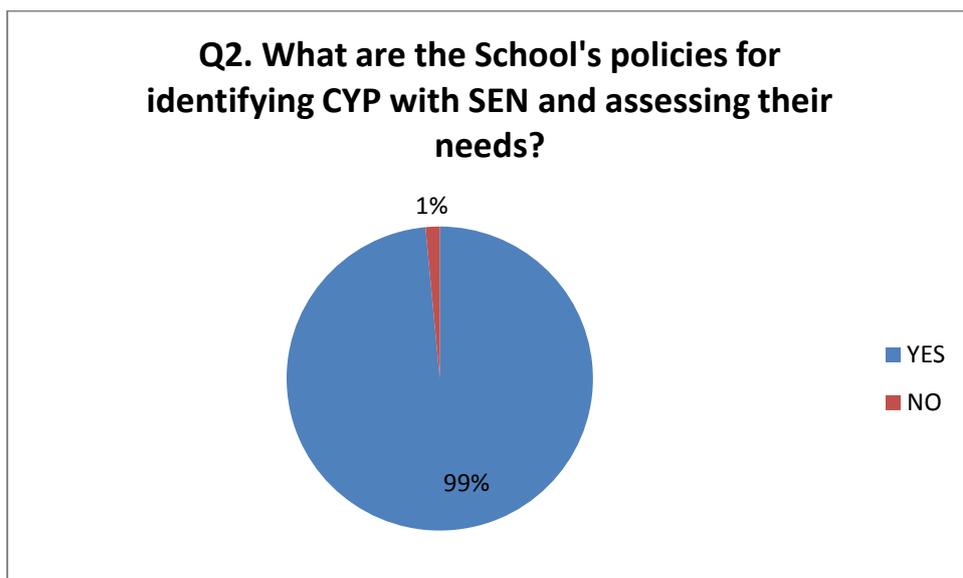
#### 3.1 Checklist Data

Chart 2



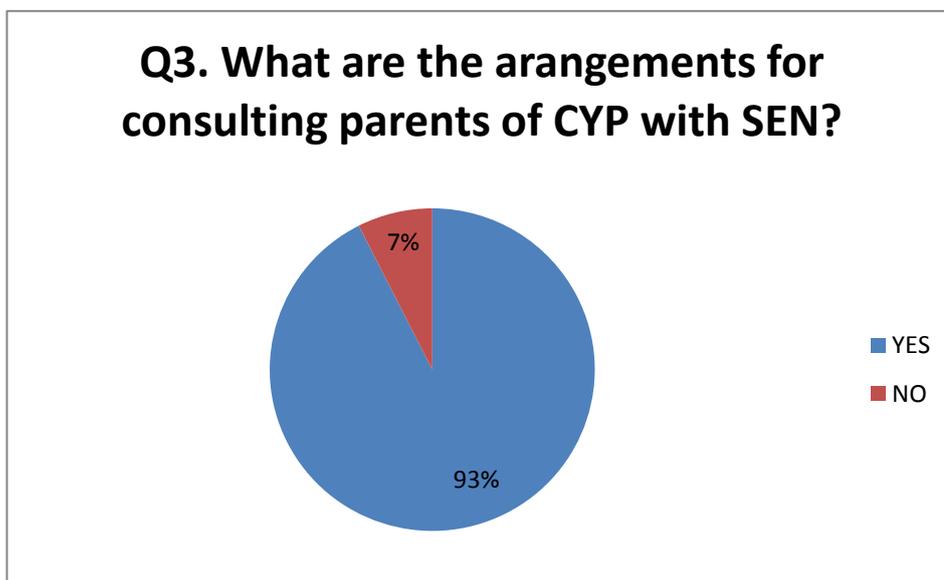
- a. 58% of schools have what types of Sen are catered for within their SEN information report
- b. 42% of schools do not state within the SEN information report what Sen they cater for.

Chart 3



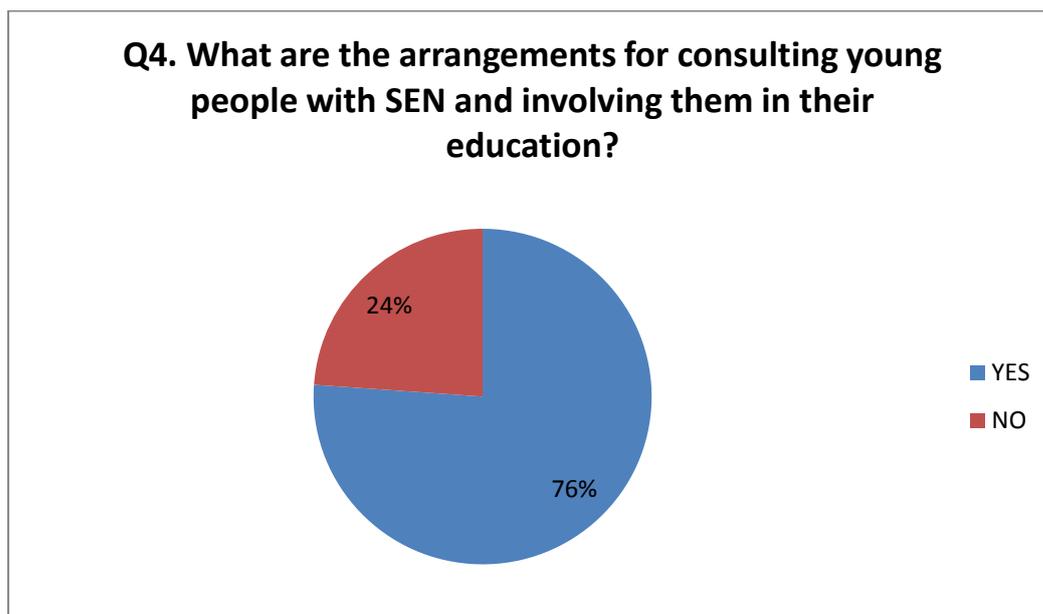
- a. 98.5% of schools state how the school identify CYP with SEN and how they assess their needs?
- b. 1.5% (1 school) does not state how they identify CYP with Sen and how they assess their needs.

Chart 4



- a. 92.5% of schools state the schools arrangement for consulting parents of CYP with SEN
- b. 7.5% of schools do not state how they arrange for consultation of parents of CYP with SEN

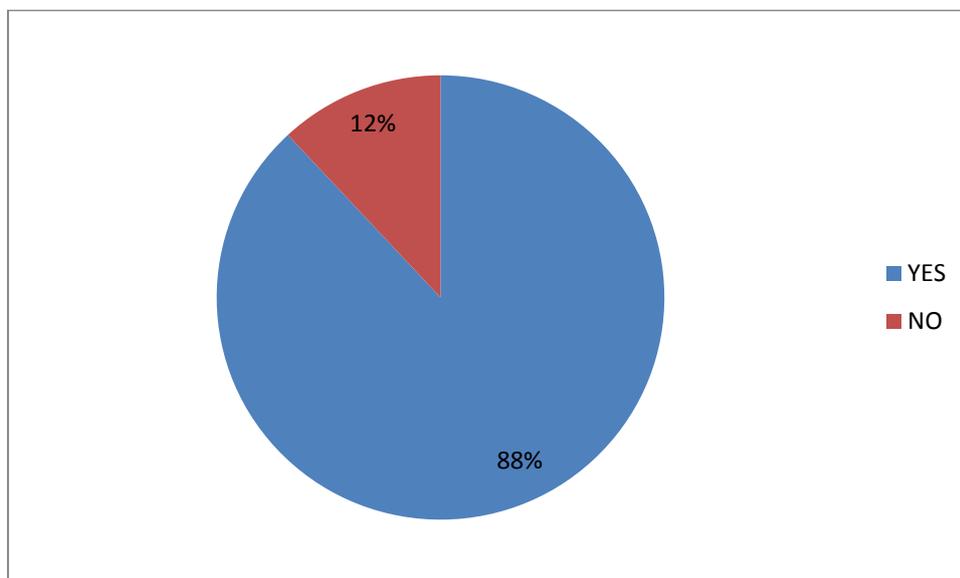
Chart 5



- a. 76.1% of schools state what their arrangement is for consulting young people with Sen and involving them in their education.
- b. 23.9% of schools do not state what their arrangements are for consulting young people with Sen and how they would involve them in their education

Chart 6

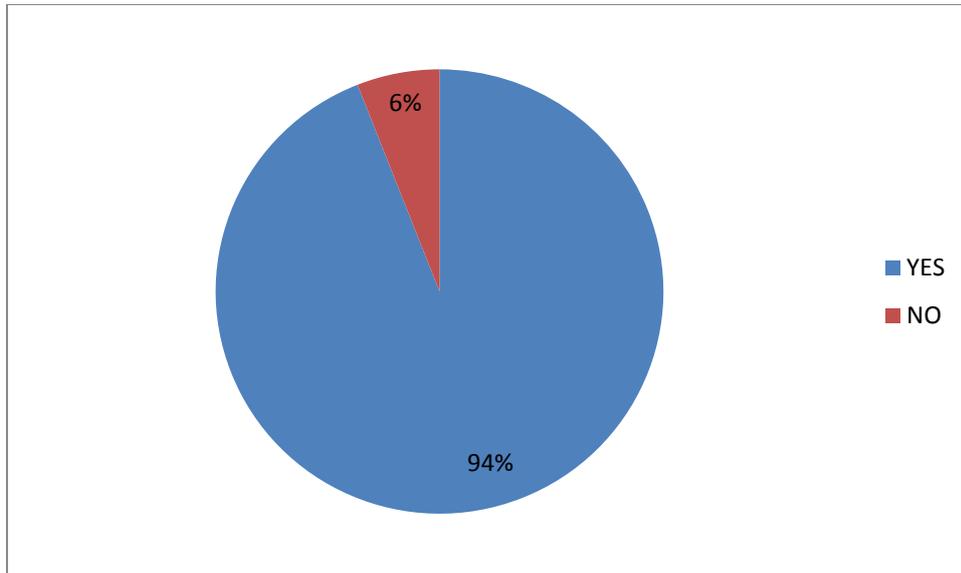
**Q5. Arrangements for assessing and reviewing CYP's progress towards outcomes**



- a. 88% of schools state what their arrangements are for assessing and reviewing CYP’s progress towards outcomes
- b. 12% of school do not state what their arrangements are for assessing and reviewing CYP’s progress towards outcomes

Chart 7

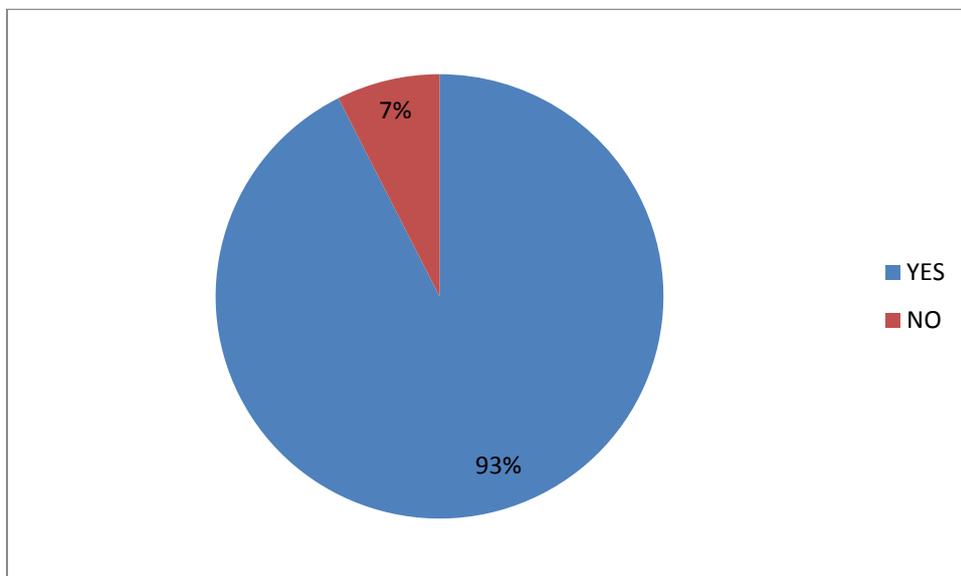
**Q6. The approach to teaching CYP with SEN**



- a. 94% of schools state what their approach to teaching of CYP with SEN
- b. 6% of schools do not state how they approach teaching CYP with SEN

Chart 8

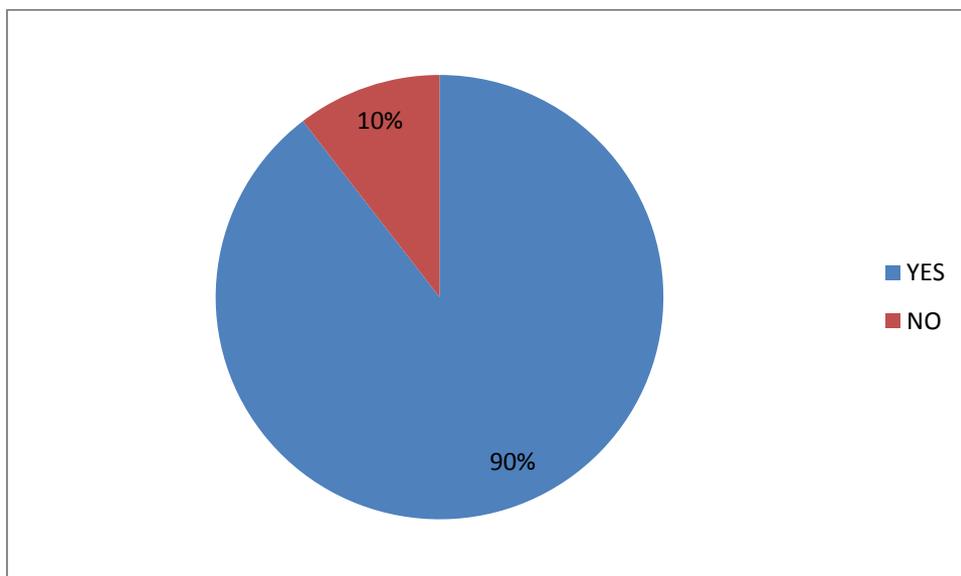
**Q7. How adaptations are made to the curriculum and the learning environment of CYP with SEN**



- a. 92.5% of schools state how they will adapt the curriculum and the learning environment of CYP with SEN
- b. 7.5 of schools do not state how they would adapt the curriculum and the learning environment of CYP with SEN

Chart 9

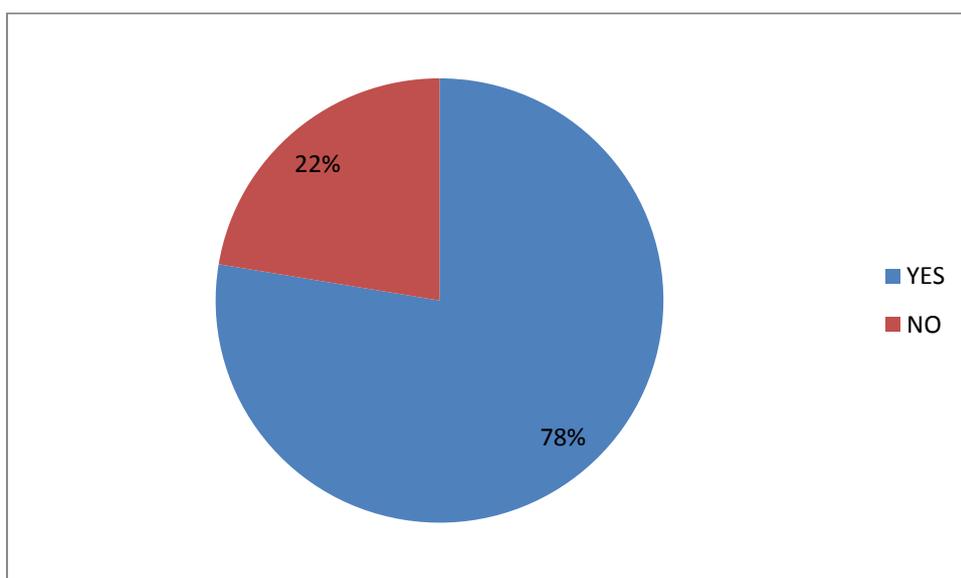
**Q8. The expertise and training of staff to support CYP with SEN, including how specialist expertise will be secured**



- a. 89.5% of schools state their what expertise and training of staff to support CYP with SEN they have
- b. 10.5% of schools do not state any staff expertise or what training staff have taken to support CYP with SEN within the school

Chart 10

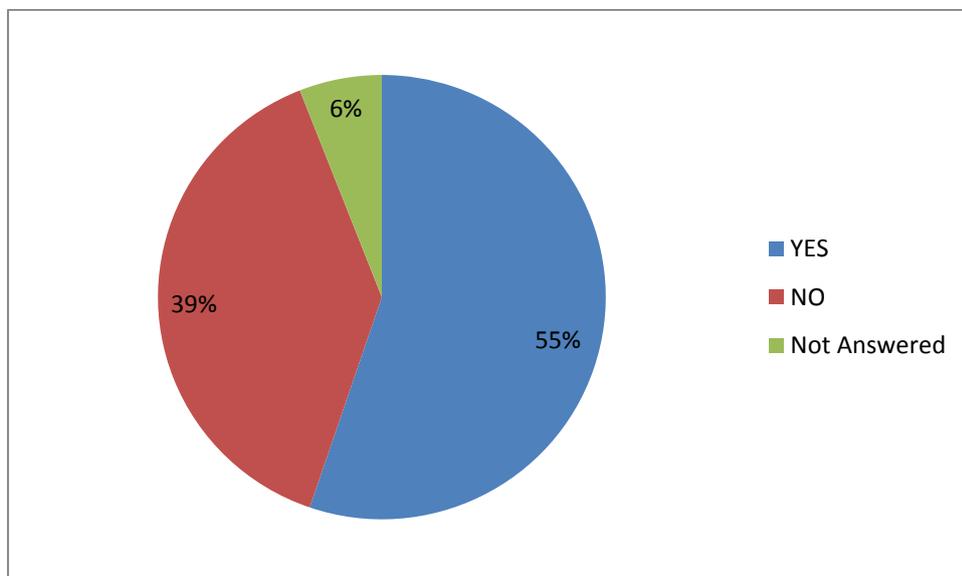
**Q9. Evaluating the effectiveness of the provision made for CYP with SEN**



- a. 77.6% of schools state they evaluate the effectiveness of the provision made for CYP with SEN
- b. 22.4% of schools do not state how they evaluate the effectiveness of the provision made for CYP with SEN

Chart 11

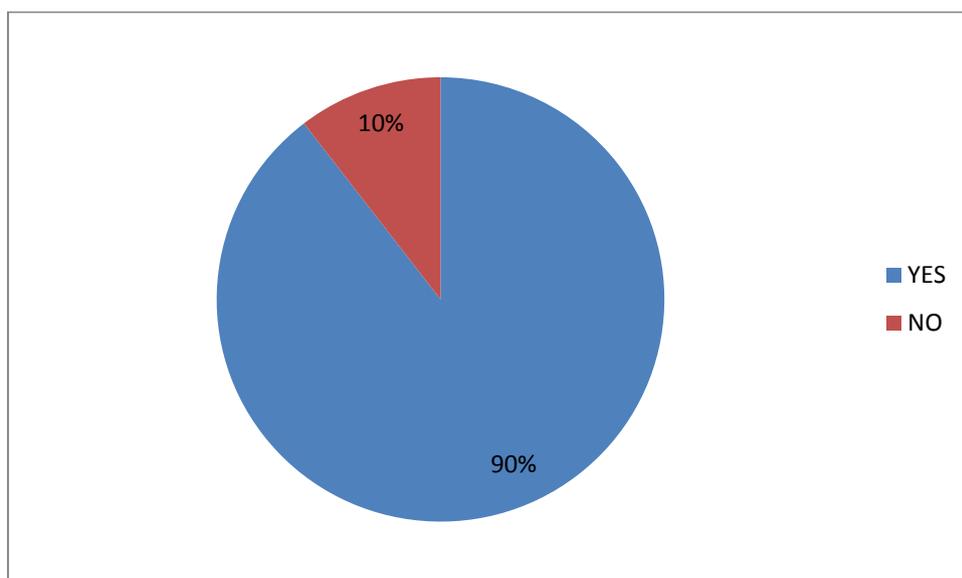
**Q10. How CYP with Sen are enabled to engage in activities available with CYP in the school who do not have SEN**



- a. 55.2% of schools state how CYP with Sen are enabled to engaged in activities available with CYP in the school who do not have SEN
- b. 38.8% of schools do not state how CYP with SEN are enabled to engage in activities available with CYP in the school who do not have SEN
- c. 5.9% of schools are special schools, therefore this question is not applicable to them

Chart 12

**Q11. Support for improving emotional and social development.**

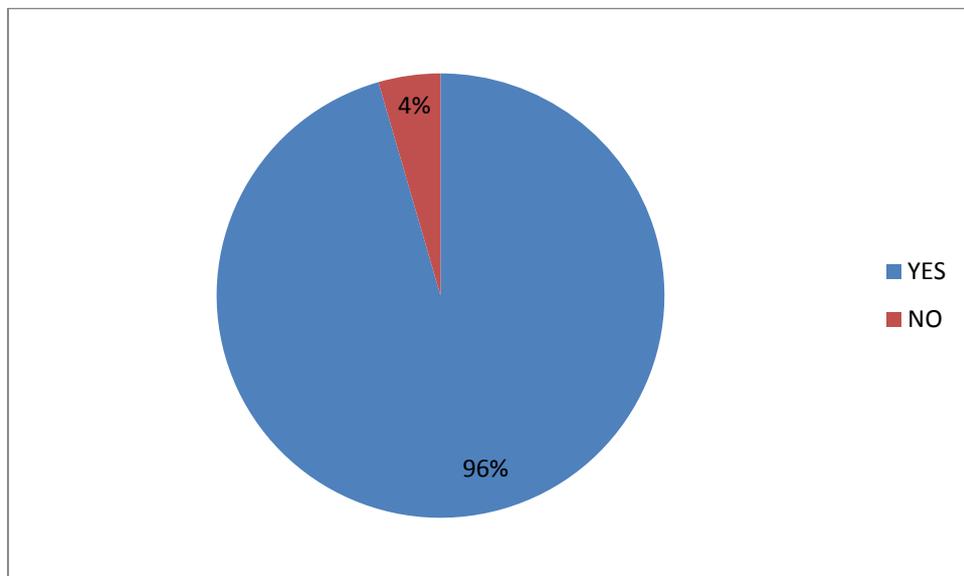


- a. 89.5% of school state who they will support CYP with SEN for improving emotional and social development

- b. 10.5 of schools do not state who they support CYP with SEN for improving emotional and social development

Chart 13

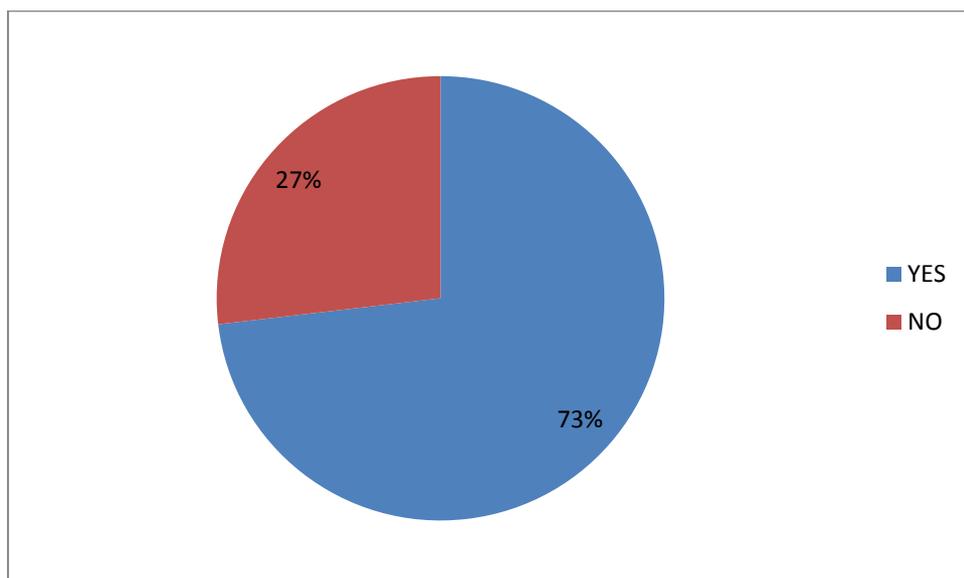
**Q12. How the school involves other bodies, including health and social care bodies etc**



- a. 95.5% of schools state how they will involve other bodies, including health and social care bodies etc
- b. 4.6% of schools do not state how they will involve other bodies

Chart 14

**Q13. Complaints procedure**

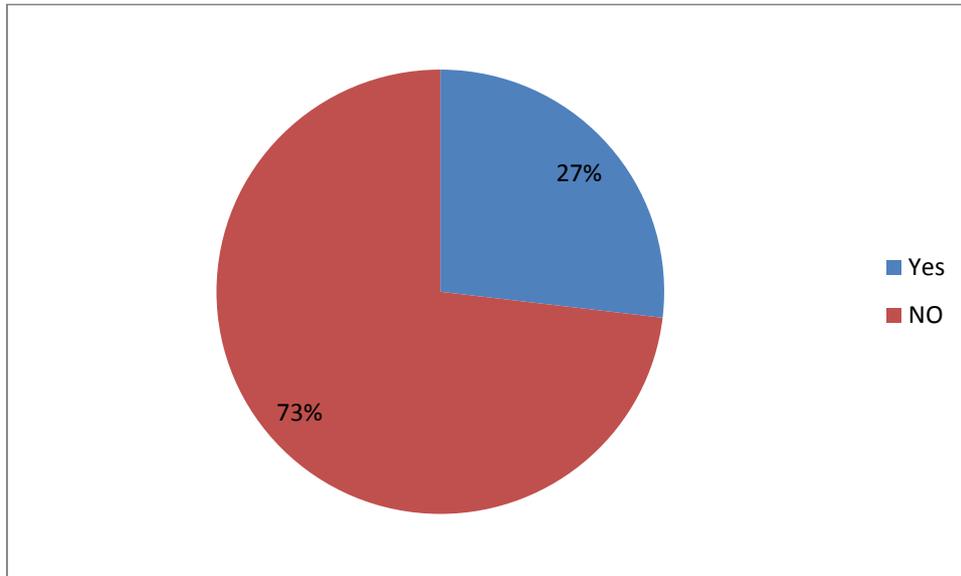


- a. 73.13% of school have details of either their complaints procedure, or they details how a complaint can be made

- b. 26.87% of schools have no details of how a complaint can be made or of the schools complaints procedure

Chart 15

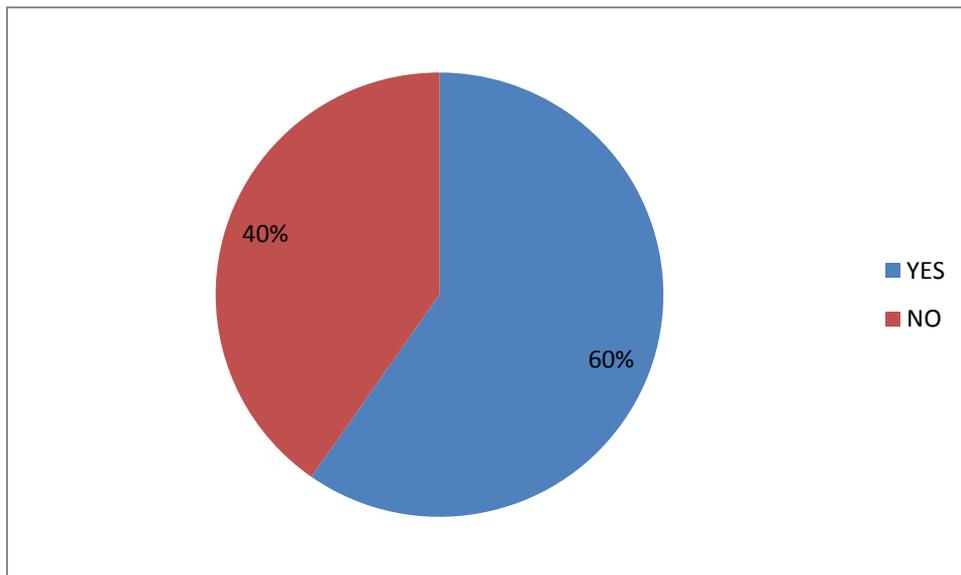
**Q14. Link to LA Local Offer**



- a. 26.86% of schools have the link to the Peterborough Local Offer
- b. 73.14% of schools do not have a link to the Peterborough Local Offer – however some of these do have a link to the Peterborough City council website

Chart 16

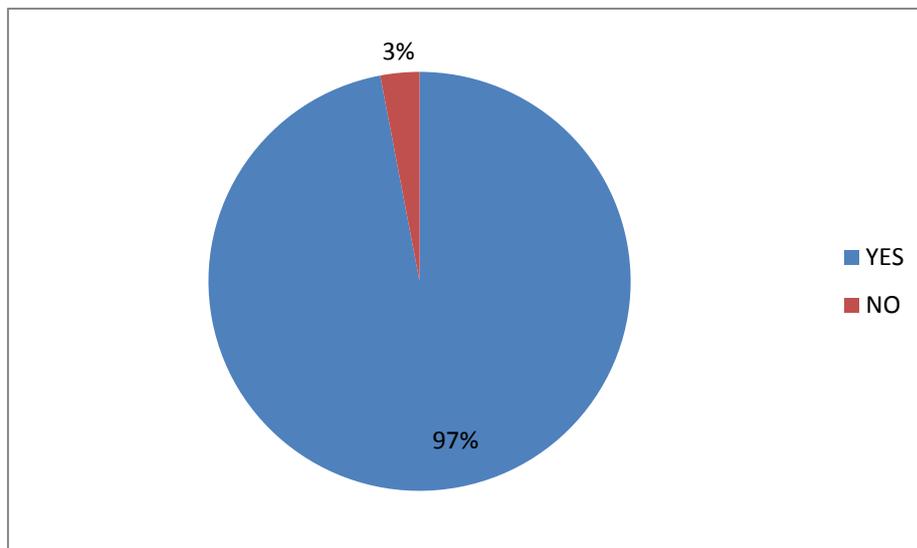
**Q15. List of outside agencies that can offer help or support ie SEND partnership officer, FVP**



- a. 59.70% of schools list outside agencies that can offer help and support to parents of CYP with SEN
- b. 40.30% of schools however do not list any outside agencies that offer help and support to parents of CYP with SEN

Chart 17

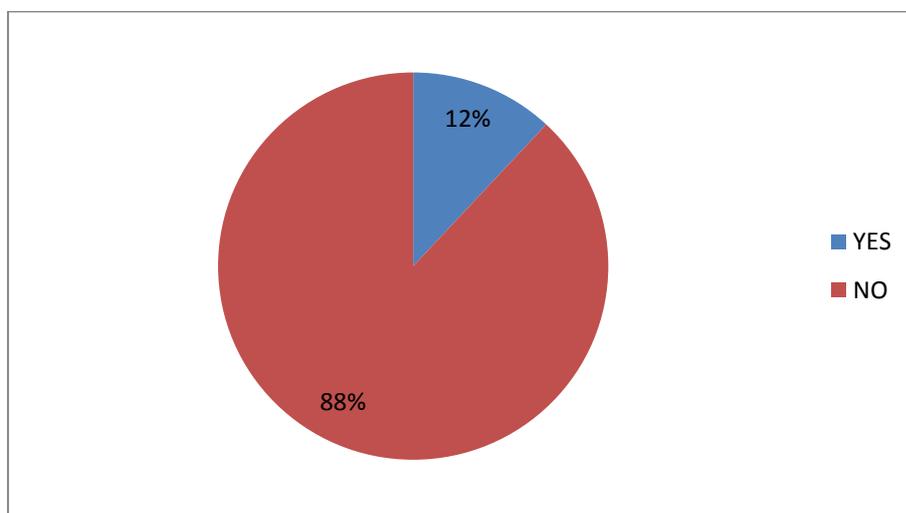
**Q16. Name of School**



- a. 97% of schools are named on their Sen information report – however those who have used the old template that was issued to schools in 2014 the name of the school does not appear until page 3
- b. 3% of schools do not have their name on the SEN information report – these two schools do not have their name on their Sen information report because the information is not in a downloadable format, it is incorporated as Q & A’s on the school’s website

Chart 18

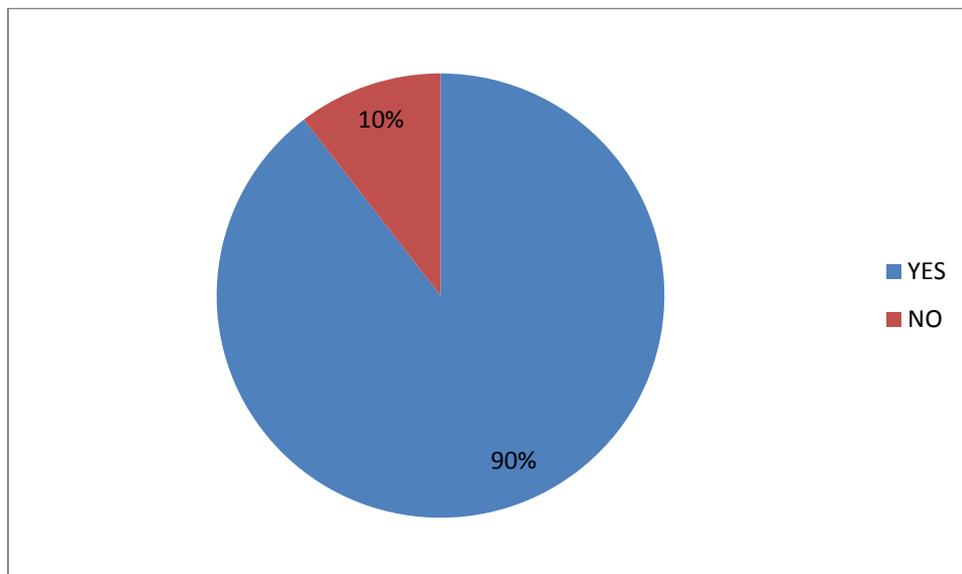
**Q17. Review Date**



- a. 11.9% of schools the review date of the SEN information report ie one year on
- b. 88.1% of schools do not state when the SEN information report will be reviewed

Chart19

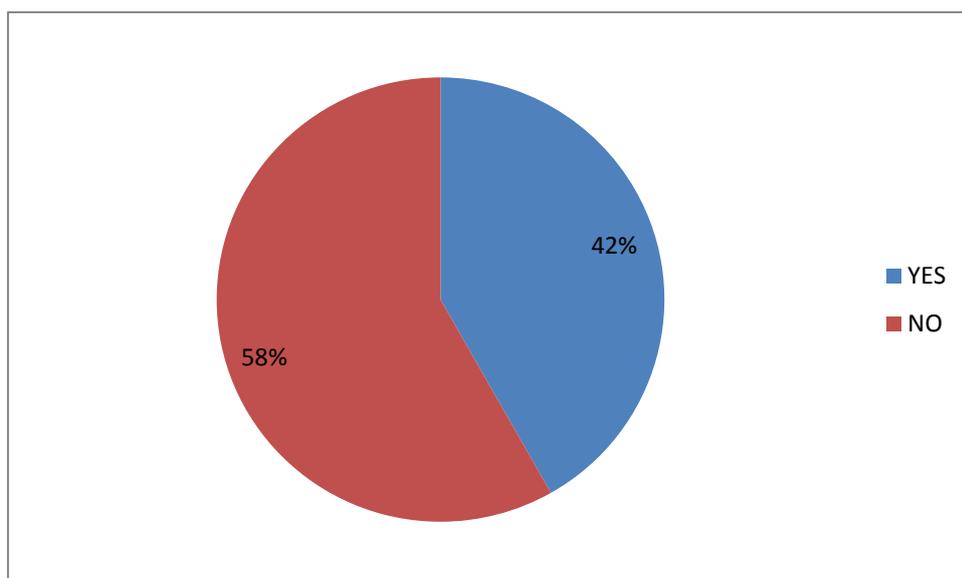
**Q18. Contact details of the school, SENCo etc**



- a. 89.5% of schools state the name and contact details of the SENCo within their school – however this is mainly just the name of the SENCo rather than a phone number or email address
- b. 10.5% of schools do not give the details of the SENCo within the school or how they can be contacted

Chart 20

**Q19. Page numbers**



- a. 41.79% of schools SNN information reports have page numbers

- b. 58.21% of schools SEN information reports do not have page numbers on them.
- c. However two schools SEN information report could be downloaded as was not in a downloadable format therefore no page numbers

### 3.2 School and Parental Co-Production

3.2.1 It is recommended that the full co-production is carried out with the whole of the SEND reforms process; therefore you would expect parental involvement with schools to complete their SEN Information report.

3.2.2 No school has indicated that they have co-produced their SEN information report.

3.2.3. This information differs from information from parents. Parents in the FVP Facebook SEND participation group were asked a series of questions regarding the schools SEN information report.

We had 42 parents answer the following questions:

- i. Have you as a parent been asked by your school for your input into your school’s SEN information report?

*25 parents answered NO, 8 parents answered YES*

- ii. Have you seen and read your school’s SEN information report?

*19 parents answered NO, 9 parents answered YES*

- iii. Do you know what a school SEN information report is?

*16 parents answered NO, 13 parents answered YES*

3.2.4 School’s were sent an email with asking for evidence and next under the heading of Ofsted & CQC inspections.

- a. 34.23% (23) schools responded to the local authority, and only five self reported that they had consulted with parents on co-production their SEN information report, yet this is not reflected within their published SEN information report.
- b. 3 schools state they parental involvement will be increased in the future
- c. one school self reported that the SEN Governor was involved but no mention of parental involvement
- d. the rest of the schools had no mention of parental consultation
- e. Old Fletton Primary School - mentions “*SEND strategic group with parent/governor.*” This would be good to get some feedback from the school on how they accomplished this. FVP have a parent who was a part of the process and had this to say, “*we had a letter sent home asking us to attend a coffee morning for SEND parents, we then had a discussion about what SEND means and how the changes affect all involved. We was then asked to have an input into the information report such as what we think the role of the SENCo is and what they*

*do to help us. We also helped abbreviate the various disabilities such as ADHD/ASD.”*

- f. 11.9% of school’s (11/67) SEN information reports are from September 2014. They have either not been looked at or amended since then or they have been looked at and no changes needed to be made, however the published date on the report does not reflect this.

## **4.0. Outcomes**

### Consistent issues

- 7 School’s with no SEN information report
- Many links on the LO not working
- Many using the old template issued to schools in 2014 by the interim head of SEN inclusion
- named contacts being omitted or name only with contact details being omitted
- not many schools have a link to the Peterborough City Council Local Offer, with the majority have a link but only to either the PCC website or a page that is no longer live
- there is inconsistency of how many meetings are carried out over the year, as stated in the COP (6.65 *Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.*)
- statements are still being mentioned occasionally in their own context instead of in context of statements/ EHC plan (education, health and care plan).

## **5.0 RECOMMENDATIONS**

- 5.1 To make sure that all schools have a SEN information report – this a document that will be looked for by Ofsted when inspecting schools as well as a legal requirement.
- 5.2 To make sure schools have parental involvement so as to co-produce their SEN information report
- 5.3 For schools to have a good practice example of an SEN information report so they have more of an understanding of what is required
- 5.4 To make sure schools review their SEN information report on an annual basis – this can be shown by having a published and review date on the document (*COP Jan 2015 “6.79 The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. )*

5.5 For best practice and good examples of a schools SEN information report please look at the following schools: Ormiston Meadows and Orton Wistow – this due to scoring 18/19 on the checklist

[http://www.ormistonmeadows.co.uk/wp-content/uploads/2016/06/OMA\\_Local\\_Offer\\_October\\_2015.pdf](http://www.ormistonmeadows.co.uk/wp-content/uploads/2016/06/OMA_Local_Offer_October_2015.pdf)

<http://www.owps.org.uk/page/?title=Polices&pid=15>

**Appendix 1**

	<b>Question</b>	<b>Yes</b>	<b>No</b>
	<b>MUST</b>		
1	What kinds of SEN are provided for		
2	What are the Schools policies for identifying CYP with SEN and assessing their needs, including name and contact of the SENCO (Mainstream school only – would be best practice if all schools issue this information)		
3	What are the arrangements for consulting parents of children with SEN and how are they to be involved in their child’s education		
4	What are the arrangements for consulting young people with SEN and involving them in their education		
5	Arrangements for assessing and reviewing CYP’s progress towards outcomes, including opportunities available to work with parents and young people as part of this assessment and review		
6	The approach of teaching CYP with SEN		
7	How adaptations are made to the curriculum and the learning environment of CYP with SEN		
8	The expertise and training of staff to support CYP with SEN, including how specialist expertise will be secured		
9	Evaluating the effectiveness of the provision made for CYP with SEN		
10	How CYP with SEN are enabled to engage in activities available with CYP in the school who do not have SEN		
11	Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of CYP with SEN and measure to prevent bullying		
12	How the school involves other bodies, including health and social care bodies, LA support services and voluntary sector organisation in meeting CYP SEN and supporting their families the kinds of special educational needs that are provided for		
13	Complaints procedure		
14	Link to LA Local Offer		
15	List of outside agencies that can offer help or support ie SEND partnership officer, family voice,		
16	Name of School		
	<b>BEST PRACTICE</b>		
17	Review Date		
18	Contact Details of the school, SENCo etc		
19	Page numbers		

## **Bibliography**

**Special Education Needs and Disabilities Code of Practice: 0 -25 January 2015**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/>

<https://www.familyvoice.org/Participation>