

Workstream 2e – Schools Information

---

**Schools Special Educational Needs Information Report  
- Evaluation Tool**

***May 2015***

**Author:** *Brian Lamb*  
**Date:** *May 2015*  
**Version:** *v2*  
**Status:** *For Publication*

## Preface



This report was commissioned using funding provided by the Department for Education under contract with NatSIP, the National Sensory Impairment Partnership:



### Contact:

Lindsey Jane Rousseau, NatSIP Facilitator

T: 07711 030711

E: [lindsey.rousseau@natsip.org.uk](mailto:lindsey.rousseau@natsip.org.uk)

W: [www.natsip.org.uk](http://www.natsip.org.uk)

**Copyright** © NatSIP 2015



This document is copyright © NatSIP 2015, and is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. For more details please see <http://creativecommons.org/licenses/by-sa/4.0/>

You are free to share — copy and redistribute the material in any medium or format, adapt — remix, transform, and build upon the material for any purpose, even commercially, under the following terms:

**Attribution** — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

**Share Alike** — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.

**No additional restrictions** — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

Workstream 2e – Schools Information

---

**Schools Special Educational Needs Information Report  
- Evaluation Tool**

**May 2015**

## Table of Contents

1. The SEN Information Report and the School’s Offer .....	5
1.1 Description of Sensory Impairment .....	5
2. Requirement Matrix.....	6
Appendix 1 .....	20
A1.1 Who do we mean when identifying a child as having Special Educational Needs or Disability? .....	20
A1.2 What the Code of Practice say about the SEN Information Report .....	20
A1.3 Equality Act Duties.....	21
A1.4 Acknowledgements .....	22

## 1. The SEN Information Report and the School's Offer

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). As part of this schools will need to consider their response for children with sensory impairment. The SEN Information Report is the exemplification of the school's SEN Policy. This creates an opportunity for schools to review their approach to sensory 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. It is especially important given the low incidence of sensory impairment in schools that the needs of this group of children are not overlooked given they will often need very specific types of interventions and support that are not part of the school's mainstream offer.

This evaluation template will help the school think about what information it must provide to parents, its overall approach to SEND within the school and how this fits with the overall local offer as defined by the Local Authority.

### 1.1 Description of Sensory Impairment

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Code of Practice 6.34

Schools therefore need to have a clear view and narrative about how they are meeting the needs of pupils with sensory impairment:

- The School's Offer- what the school provides from its delegated resources to meet SEND needs - will be reflected in the school's SEN Policy and how this is implemented will be reflected in its SEN Information Report.
- The legislation is clear that parents, children and young people need to be consulted and involved and so schools need to plan how to involve them in the production of the Information Report. Schools will also feed into the overall Local Offer which the Local Authority will publish and the school will need to consider how it works and shares information with the Local Authority. The Local Authority is required to publish its overall requirements and expectations for what schools deliver and schools will need to take account of this.
- The SEN Information Report should help the school paint a picture of provision in the school for children with sensory impairment and inform the parents about its offer to them. It should also help the parent and their child or young person feel welcome as part of the school community.
- Schools must also:

[maintain a] policy and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Code of Practice 6.2

## 2. Requirement Matrix

Requirement	Potential Issues for Schools	What to take into account
<p><b>1. Information on the kinds of special education provision provided.</b></p>	<p>What provision is made in the school for children with sensory impairment?</p>	<p>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.</p> <p><b>Relevant Policies.</b></p> <p><b>Code of Practice:</b></p> <p>Definitions of SEND in the Code of Practice Chapter 6</p> <p><b>Chapter 6 Section 6.8</b> “Schools support pupils with a wide range of SEN. They should regularly review and evaluate the breadth and impact of the support they offer or can access.”</p> <p><b>Chapter 1</b> Equality Act measures.</p>
<p><b>2. Policies for identifying children and young people with SEND and assessing their needs including the name and contact details of the SENCO (mainstream schools)</b></p>	<p>What are our current processes for identification and assessment of sensory impairment?</p> <p>Are details of the SENCO readily available?</p> <p>Does the SENCO have access to and knowledge of the available resources for sensory impairment?</p>	<p>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.</p> <p>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.</p> <p>Transparency about the SEND budget at school level and whole school approach to planning around SEND would be helpful in this context.</p> <p><b>Relevant policies.</b></p> <p><b>Code of Practice:</b></p> <p><b>Chapter 6</b> Identifying SEN in Schools <b>Sections 6.14 to 6.27</b>. Code of Practice section on <b>SENCOs section 6.84</b>.</p> <p><b>Chapter 6 Section 6.16</b> “Schools should assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate”. In addition, <b>6.17</b> “Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils.</p>

Requirement	Potential Issues for Schools	What to take into account
		<p>These should seek to identify pupils making less than expected progress given their age and individual circumstances”.</p> <p><b>6.38</b> “For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.”</p> <p><b>6.6</b> “A mainstream school’s arrangements for assessing and identifying pupils as having SEN should be agreed and set out as part of the Local Offer. A school should publish its arrangements as part of the information it makes available on SEN.”</p> <p><b>Relevant Good Practice Guidance:</b></p> <ul style="list-style-type: none"> <li>• NatSIP Guidance on Quality Standards<sup>1</sup>.</li> <li>• NatSIP Eligibility criteria for scoring support levels link (new name)<sup>2</sup></li> <li>• NatSIP Better assessments, better plans, better outcomes link<sup>3</sup></li> </ul>

<sup>1</sup> [https://www.natsip.org.uk/index.php/doc-library-login/cat\\_view/54-natsip-documents/168-quality-improvement-for-services](https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/168-quality-improvement-for-services)

<sup>2</sup> [https://www.natsip.org.uk/index.php/doc-library-login/cat\\_view/54-natsip-documents/88-eligibility-criteria](https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/88-eligibility-criteria)

<sup>3</sup> [https://www.natsip.org.uk/index.php/doc-library-login/cat\\_view/54-natsip-documents/134-better-assessments](https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/134-better-assessments)

Requirement	Potential Issues for Schools	What to take into account
<p><b>3. Arrangements for consulting parents of children with SEND and involving them in their child's education</b></p>	<p>Is there a clear policy in place on the involvement of parents and <b>does it</b> address any needs they or <b>their</b> children have for communication support?</p> <p>What opportunities are there for parents to have structured conversations with teachers about progress and how are communication and other support provided?</p> <p>What communication support is available for parents and how is that accessed?</p>	<p><b>Relevant Policies.</b></p> <p><b>Code of Practice:</b></p> <p><b>Chapter 1 Section 1.1</b> “<b>must</b> have regard to:</p> <ul style="list-style-type: none"> <li>• the views, wishes and feelings of the child or young person, and the child’s parents</li> <li>• the importance of the child or young person, and the child’s parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions</li> <li>• the need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood”</li> </ul> <p><b>Chapter 5 Section 5.5</b> “In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child’s development. They should also listen to and address any concerns raised by children and young people themselves.”</p> <p><b>Chapter 6 Section 6.64</b> “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.”</p> <p><b>Relevant Good Practice Guidance:</b></p> <p>Access to structured conversation training/AfA approach:  <a href="http://www.afa3as.org.uk/achievement-for-all/are-we-ready">http://www.afa3as.org.uk/achievement-for-all/are-we-ready</a></p>

Requirement	Potential Issues for Schools	What to take into account
<p><b>4. Arrangements for consulting young people with SEND and involving them in their education</b></p>	<p>What process is in place to ensure the full engagement of children and young people with SEND? How are their communication needs being met?</p> <p>If there is a school council or pupil body are pupils with SEND represented?</p>	<p>Schools should ensure that children and young people with sensory impairment have the chance to be involved in discussions about their education and support especially where the child or young person has an EHC plan.</p> <p><b>Relevant Policies.</b></p> <p><b>Code of Practice:</b></p> <p><b>Chapter 1 Section 1.6</b> “Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).”</p> <p><b>Chapter 2 Section 2.14</b> “Young people are entitled to the same quality and level of information, advice and support as parents. Local authorities should recognise the specific needs of this group, while ensuring co-ordination and consistency in what is offered to children, young people and parents.”</p> <p><b>Chapter 6 Section 6.48</b> “The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.”</p> <p>See also sections on EHC Planning especially <b>9.19</b> “Local authorities must consult the child and the child’s parent or the young person throughout the process of assessment and production of an EHC Plan.”</p>

Requirement	Potential Issues for Schools	What to take into account
<p><b>5. Arrangements for assessing and reviewing children and young people’s progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review</b></p>	<p>How are we using tracking data and compiling additional data around children with sensory needs?</p> <p>How are we monitoring language acquisition?</p> <p>How are we defining outcomes for Independence skills?</p> <p>How are using our data on children with sensory needs?</p> <p>How are we deploying the Pupil Premium and monitoring effectiveness? (DfE monitoring form)</p>	<p>Systems need to be in place for evaluating interventions and how they are working. Settings <b>need</b> 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.</p> <p><b>Relevant Policies.</b></p> <p>Primary School and Secondary School Accountability Measures.</p> <p><b>Code of Practice:</b></p> <p><b>Chapter 6 Section 6.64</b> “Schools must provide an annual report for parents on their child’s progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing.” Parents must be informed that their child has SEND and be consulted in any decision about provision. Parents should be involved more widely. Code of Practice Introduction and Chapter 6.</p> <p><b>Relevant Good Practice Guidance:</b> Pupil Premium Guidance including guidance on effective use of Pupil Premium from Sutton Trust <a href="http://educationendowmentfoundation.org.uk/toolkit/">http://educationendowmentfoundation.org.uk/toolkit/</a> and AfA <a href="http://www.afa3as.org.uk/pupil-premium/">http://www.afa3as.org.uk/pupil-premium/</a> link to schools’ overall use of their SEND budget up to 10k and any banding guidance from the local authority; ensuring the SEN Information Report reflects the Local Authority’s vision of what should be provided from the delegated budget (schools); any policies relating to EHC plans from DfE; Ofsted guidance on progression.</p> <p>NatSIP Benchmarking outcomes<sup>4</sup>.</p>

<sup>4</sup> [https://www.natsip.org.uk/index.php/doc-library-login/cat\\_view/54-natsip-documents/181-outcomes-benchmarking-reports-archive](https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/181-outcomes-benchmarking-reports-archive)

Requirement	Potential Issues for Schools	What to take into account
<p><b>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</b></p>	<p>What links does the school have with other settings and what assessments and plans have been put in place to ease transfer between these?</p> <p>How are transfer arrangements between school phases supported?</p> <p>What arrangements are in place between school and colleges?</p> <p>What arrangements are in place between school and Social Care and other adult services?</p>	<p>Schools should have clear arrangements for supporting children with sensory impairment between early years and school and phases of school to transition. For young adults outcomes should also consider independence outcomes.</p> <p><b>Relevant Policies.</b></p> <p><b>Code of Practice:</b></p> <p><b>Chapter 8 Section 8.20</b> “Young people entering post-16 education and training should be accessing provision which supports them to build on their achievements at school and which helps them progress towards adulthood. Young people with EHC plans are likely to need more tailored post-16 pathways.”</p> <p><b>8.23</b> “Schools and colleges should work in partnership to provide opportunities such as taster courses, link programmes and mentoring which enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.”</p> <p><b>Good Practice Guidance:</b> NatSIP Protocol for 14+ Transition<sup>5</sup></p>
<p><b>7. The approach to teaching children and young people with SEND</b></p>	<p>What are the specific approaches deployed around sensory impairment? How are these reflected in our deployment of the delegated SEND Budget - how does the school access specialist support services?</p>	<p>There should be a clear narrative about the approach to teaching in the school.</p> <p><b>Relevant Policies.</b></p> <p><b>Code of Practice:</b></p> <p><b>Chapter 6 Section 6.36</b> “Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff”.</p>

<sup>5</sup> [https://www.natsip.org.uk/index.php/doc-library-login/doc\\_details/318-natsip-14-transitions-protocol](https://www.natsip.org.uk/index.php/doc-library-login/doc_details/318-natsip-14-transitions-protocol)

Requirement	Potential Issues for Schools	What to take into account
<p><b>8. How adaptations are made to the curriculum and the learning environment of children and young people with SEND</b></p>	<p>How are we ensuring that children and young people with sensory impairment are able to access the curriculum and have the right communication support and auxiliary aids in place?</p>	<p>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.</p> <p><b>Relevant Policies.</b></p> <p>Equality Act Accessibility Plan</p> <p><b>Code of Practice:</b></p> <p><b>Chapter 9 Section 9.95</b> following. Personal Budgets guidance and approach. Auxiliary Aids requirements - Equality Commission guidance<sup>6</sup>. See also Equality and Human Rights Act Guidance<sup>7</sup></p> <p>and</p> <p><b>Relevant Good Practice Guidance:</b></p> <p>NatSIP's advice to local authorities on the use of personal budgets for special educational support for children and young people with sensory impairment<sup>8</sup></p>

<sup>6</sup> <http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20february%202013.pdf>

<sup>7</sup> <http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

<sup>8</sup> [https://www.natsip.org.uk/index.php/doc-library-login/doc\\_details/811-05-personal-budgets-guidance](https://www.natsip.org.uk/index.php/doc-library-login/doc_details/811-05-personal-budgets-guidance)

Requirement	Potential Issues for Schools	What to take into account
<p><b>9. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured</b></p>	<p>What expertise do we have in the school on sensory impairment and at what level?</p> <p>What are the arrangements for triggering additional support in the school and are there any specialist local resources which the school uses?</p> <p>Is there a CPD plan in place to fill any current gaps in specialist support at the school level?</p>	<p>A picture of the school’s overall level of expertise and approach to sensory impairment. 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 sensory impairment. 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 sensory impairment?</p> <p><b>Relevant Policies.</b></p> <p><b>Code of Practice:</b></p> <p><b>Chapter 6 Section 6.59</b> “A school should always involve a specialist where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff.”</p> <p><b>6.61</b> “specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical Impairment. (Those teaching classes of children with sensory impairment must hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such pupils should also hold the appropriate qualification.)”</p> <p><b>Good Practice Guidance:</b> NatSIP’s Effective working with Teaching Assistants (HI, MSI and VI) in schools; NatSIP Quality Standards. links</p> <p>NDCS Website<sup>9</sup></p> <p>RNIB Website<sup>10</sup></p> <p>NatSIP Website<sup>11</sup>.</p>

<sup>9</sup> <http://www.ndcs.org.uk/>

<sup>10</sup> [www.rnib.org.uk](http://www.rnib.org.uk)

<sup>11</sup> [www.natsip.org.uk](http://www.natsip.org.uk)

Requirement	Potential Issues for Schools	What to take into account
<p><b>10. Evaluating the effectiveness of the provision made for children and young people with SEND</b></p>	<p>How is tracking data being effectively used in respect of pupils with sensory Impairment - how is this being used in discussions with parents and young people?</p> <p>What plans are in place for communication support?</p> <p>What plans are in place when provision or interventions need to be escalated?</p> <p>What wider provision is available for supporting emotional needs and wider engagement?</p>	<p>Schools should be able to provide a good account of how they are evaluating the effectiveness of interventions including language and communication support and the approaches being followed. Evidence-based approaches should be deployed and reviewed.</p> <p><b>Relevant Policies.</b></p> <p><b>Code of Practice:</b></p> <p><b>Chapter 6.62</b> “The SENCO and class teacher, together with the specialists, and involving the pupil’s parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress.”</p> <p>6.72 “Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided.”</p> <p>Code as above; pupil tracking data and use of RAISEonline and other tracking data; monitoring and reporting requirements; AfA approach to data.</p> <p><b>Relevant Good Practice Guidance:</b> NatSIP Quality Standards<sup>12</sup>.</p>

<sup>12</sup> [https://www.natsip.org.uk/index.php/doc-library-login/cat\\_view/54-natsip-documents/168-quality-improvement-for-services](https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/168-quality-improvement-for-services)

Requirement	Potential Issues for Schools	What to take into account
<p><b>11. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND</b></p>	<p>How is the school ensuring that children and young people have access to the wider activities within the school and with other pupils?</p>	<p>Schools should have clear policies in place to ensure that children are able to participate in the overall life of the school and any additional activities.</p> <p><b>Relevant Policies.</b></p> <p><b>Code of Practice:</b></p> <p><b>Chapter 6. 6.42</b> “The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN.”</p> <p>Equality Act Requirements to ensure equal treatment:</p> <p><b>Code of Practice xx.</b> “they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.”</p> <p><b>xxi.</b> “School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.”</p>

Requirement	Potential Issues for Schools	What to take into account
<p><b>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 SEND and measures to prevent bullying</b></p>		<p>Schools should have in place policies to ensure that good support arrangements are in place for children with sensory impairment. Schools should also have robust procedures to ensure emotional well-being and safeguarding are in place.</p> <p><b>Relevant Policies.</b> ‘Working Together to Safeguard Children’ (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children. Code of Practice.</p> <p>DfE Statutory Guidance: ‘Supporting pupils at school with medical conditions’ (February 2014)<sup>13</sup></p> <p><b>Relevant Good Practice Guidance:</b></p> <ul style="list-style-type: none"> <li>• NatSIP Quality Standards for Support Services<sup>14</sup></li> <li>• NatSIP Think Right Feel Good<sup>15</sup> (a programme to develop emotional resilience with young people with SI)</li> </ul>

<sup>13</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/306952/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

<sup>14</sup> [https://www.natsip.org.uk/index.php/doc-library-login/cat\\_view/54-natsip-documents/168-quality-improvement-for-services](https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/168-quality-improvement-for-services)

<sup>15</sup> [https://www.natsip.org.uk/index.php/doc-library-login/cat\\_view/54-natsip-documents/105-emotional-resilience](https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/105-emotional-resilience)

Requirement	Potential Issues for Schools	What to take into account
<p><b>13. Information about how equipment and facilities to support children and young people with SEND will be secured.</b></p>	<p>Is there an up to date accessibility plan in place? What specific areas does it identify for children and young people with sensory impairment?</p>	<p>Schools need to have a clear understanding of what equipment and support its children with sensory Impairment need and how these are secured and maintained.</p> <p><b>Relevant Policies.</b></p> <p><b>Code of Practice:</b></p> <p><b>Chapter 1 Section 1.34</b> “In practical situations in everyday settings, the best early years settings, schools and colleges do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or young person or special educational provision for a child or young person with SEN.”</p> <p>Auxiliary Aids requirements - Equality Commission guidance; ‘Equality Act 2010: Advice for school leaders’: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act  <a href="http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20february%202013.pdf">http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20february%202013.pdf</a></p> <p>and</p> <p><a href="http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance">http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance</a></p> <p>and</p> <p><a href="http://www.equalityhumanrights.com/sites/default/files/uploads/documents/Old_Guidance/PDFS/Technical_Guidance/Schools/ehrc263_code_england_v3.pdf">http://www.equalityhumanrights.com/sites/default/files/uploads/documents/Old_Guidance/PDFS/Technical_Guidance/Schools/ehrc263_code_england_v3.pdf</a> (currently being updated)</p> <p><b>Relevant Good Practice Guidance:</b></p> <p>NatSIP guidance on the Equality Act (2010) duties<sup>16</sup></p>

<sup>16</sup> [https://www.natsip.org.uk/index.php/doc-library-login/cat\\_view/54-natsip-documents/221-equality-act](https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/221-equality-act)

Requirement	Potential Issues for Schools	What to take into account
<p><b>14. How the Governing body involves Health and Social Care bodies, local authority support services and other bodies in meeting the needs of pupils with SEND.</b></p>	<p>What arrangements are in place with Health and Social Care to support the needs of children and young people with sensory impairment?</p>	<p>What access does the school have to specialist support such as therapy services, mental health services, children’s social care and specialist support and equipment services?</p> <p><b>Relevant Policies.</b></p> <p><b>Code of Practice:</b></p> <p><b>Chapter 3 Section 3.66</b> “The school’s governing body <b>must</b> ensure that arrangements are in place in schools to support pupils at school with medical conditions and should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported.”</p> <p><b>Section 3.67</b> “Joint commissioning arrangements should reflect this local commissioning and should ensure services being commissioned by schools are suitably supported to deliver positive outcomes for children and young people.”</p>
<p><b>15. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.</b></p>	<p>Is there a clear process in place to handle complaints?</p>	<p>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.</p> <p><b>Relevant Policies:</b> Guidance on school governance and complaints. Monitoring Equality Act duties<sup>17</sup>.</p>

<sup>17</sup> <http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

Requirement	Potential Issues for Schools	What to take into account
<p><b>16. Information on where the Local Authority’s local offer is published.</b></p>	<p>Where can parents access the local offer? Is it in accessible formats?</p>	<p>Schools should ensure there is a link on their website to information about the local offer by the Local Authority.</p> <p><b>Relevant Policies.</b></p> <p><b>Code of Practice:</b></p> <p><b>Chapter 6 6.81</b> “Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school’s SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school’s contribution to the Local Offer and must include information on where the local authority’s Local Offer is published.”</p> <p><b>Relevant Policies:</b> Local Offer regulations and guidance. Equality Act Guidance on Access<sup>18</sup>.</p>

<sup>18</sup> <http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

## Appendix 1

### A1.1 Who do we mean when identifying a child as having Special Educational Needs or Disability?

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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 providers.

### A1.2 What the Code of Practice say about the SEN Information Report

The **Code of Practice** makes clear that:

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

#### Code of Practice - Key Requirements on SEN

Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools, which in this chapter includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs), must:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO (this does not apply to 16 to 19 academies)
- inform parents when they are making special educational provision for a child
- prepare an SEN information report (see 'Publishing information: SEN information report', paragraph 6.78 onwards) and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time".

Code of Practice Chapter 6 Section 6.2

School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement."

Code of Practice Section 6.3

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Code of Practice Section 6.40

### A1.3 Equality Act Duties

The specific duties that schools, early years providers, post-16 institutions and local authorities have towards disabled children and adults are included in the Equality Act 2010. The key elements are as follows:

- They must not discriminate against, harass or victimise disabled children and young people;
- They must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage.

The duties on schools cover discrimination in admissions; the provision of education and other benefits, facilities and services; exclusions and any other detriment. Schools are required to make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Schools must also publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information. Plans and strategies must be reviewed and revised every three years.

Governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. (For more on Equality Act requirements see

<http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20february%202013.pdf> and <http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

### Other Relevant Guidance

- ‘Working Together to Safeguard Children’ (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- ‘The Children Act (1989) Guidance and Regulations Volume 2 (Care Planning Placement and Case Review)’ and ‘Volume 3 (Planning Transition to Adulthood for Care Leavers)’: Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- ‘Reasonable adjustments for disabled pupils’ (2012). Technical guidance from the Equality and Human Rights Commission  
[http://www.equalityhumanrights.com/sites/default/files/uploads/documents/Old\\_Guidance/PDFS/Technical\\_Guidance/Schools/ehrc263\\_code\\_england\\_v3.pdf](http://www.equalityhumanrights.com/sites/default/files/uploads/documents/Old_Guidance/PDFS/Technical_Guidance/Schools/ehrc263_code_england_v3.pdf) (currently being updated)

#### **A1.4 Acknowledgements**

Our thanks go to the numerous partners involved in developing this guidance at the three NatSIP workshops in London, York and Cambridge at which this material was shared and refined.

Prepared by: Brian Lamb

With specific input from:

Brian Gale – National Deaf Children’s Society (NDCS)

Gary Nethercott – NDCS

Julie Jennings – Royal National Institute of Blind People (RNIB)

Steve Rose – SENSE

-- End of Document --