SEN Information Report Audit Report

A SEN Information Report (SIR) sets out how a school applies their SEN Policy in practice. SIRs should be **accessible** by young people and parents/carers and **easy to read and understand**. They should be **updated annually** with any changes during the year updated as soon as possible.

This report gives information about:

- The percentage of Norfolk settings who had updated their SEN Information Report in the previous 12 months (Nov/Dec 2021)

and

- The feedback from the quality audit of a small sample of SEN Information Reports (December 2021)

Parents/carers are encouraged to read SIRs to learn about the provision and support offered by a place of learning

Norfolk County Council

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Home > Children and families > SEND Local Offer > Education > Support for learning > Special educational needs (SEN) support > What is SEN Support?

What is special educational needs (SEN) Support?

If a child has difficulties with learning, their early years' keyworker or teacher will adapt teaching methods and materials to suit the child's style and rate of learning. If there are still concerns, then the child may have special educational needs (SEN) and SEN Support will be put in place.

For further information read chapters five and six of the SEND Code of Practice 2015.

Read about how your child's place of learning supports children who have special educational needs in their SEN information report.

How does SEN Support work?

You and your child should be at the centre of any decision-making. This is called person-centred planning and can include person-centred reviews. It may be useful for a one-page profile to be drawn up so your child's voice can be heard.

You might also find useful...

How education providers should support children with SEND

Norfolk SEND Partnership
Information, Advice and Support Service

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What is a SEN information report?

What is a SEN information report?

Schools must publish a SEN information report about their provision and support for children and young people with special educational needs and disabilities (SEND).

The information to be included in the SEN information report is set out in the Special Educational Needs and Disability Regulations 2014 Schedule 1.

The SEN information report should be updated annually with any changes occurring during the year updated as soon as possible.

Schools should publish this information on their school website so that young people, parents and other professionals can find it easily.

Find a school's SEN information report

1. Go to Schoolfinder website and search for a school.
2. Click on the school name to find basic information about the school.
3. Under Links, click on the hyperlink to schools SEN report.
4. You should now be in the area of the school's website where they publish their SEN information

SIRs should be updated every year and published on your setting's website

Parents/carers need easy to read and understand information about the SEN Support your setting provides

Schools must publish detailed information about their provision which will form part of the Norfolk SEND Local Offer.

SEN information report - best practice guide ⬇

Go to the SEN information report audit tool (webform) →

What about early years education providers and further education colleges?

Early years education providers and further education colleges are also expected to publish how they support children and young people with SEN.
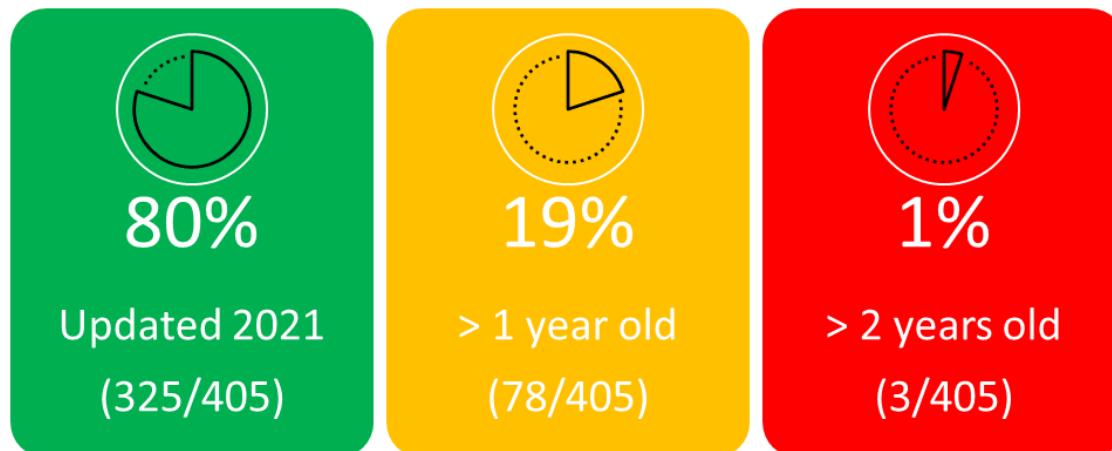
However. they do not have to follow the regulations that are published for schools.

% SEN Information Reports updated in previous 12 months (Nov–Dec 2021)

Overall – all settings

75%	**19%**	**6%**
Updated 2021	> 1 year old	> 2 years old
(354/475)	(93/475)	(28/475)
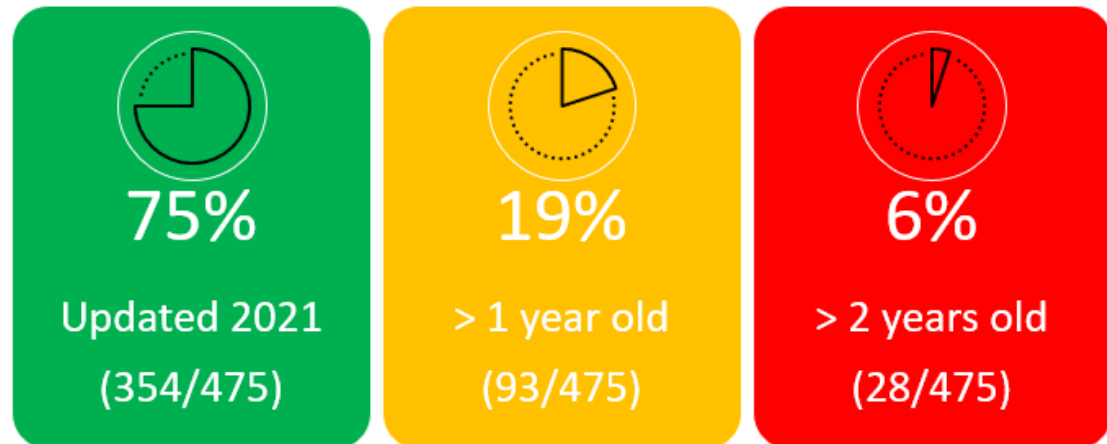
Schools – just those with statutory requirement

80%	**19%**	**1%**
Updated 2021	> 1 year old	> 2 years old
(325/405)	(78/405)	(3/405)

We have seen a small increase in the **overall** number of SEN Information Reports that are up to date in 2021.

- 2021 – 354
- 2020 – 349
- 2019 – 297
- 2018 – 298

% SEN Information Report reviewed in previous 12 months (Nov–Dec 2021)
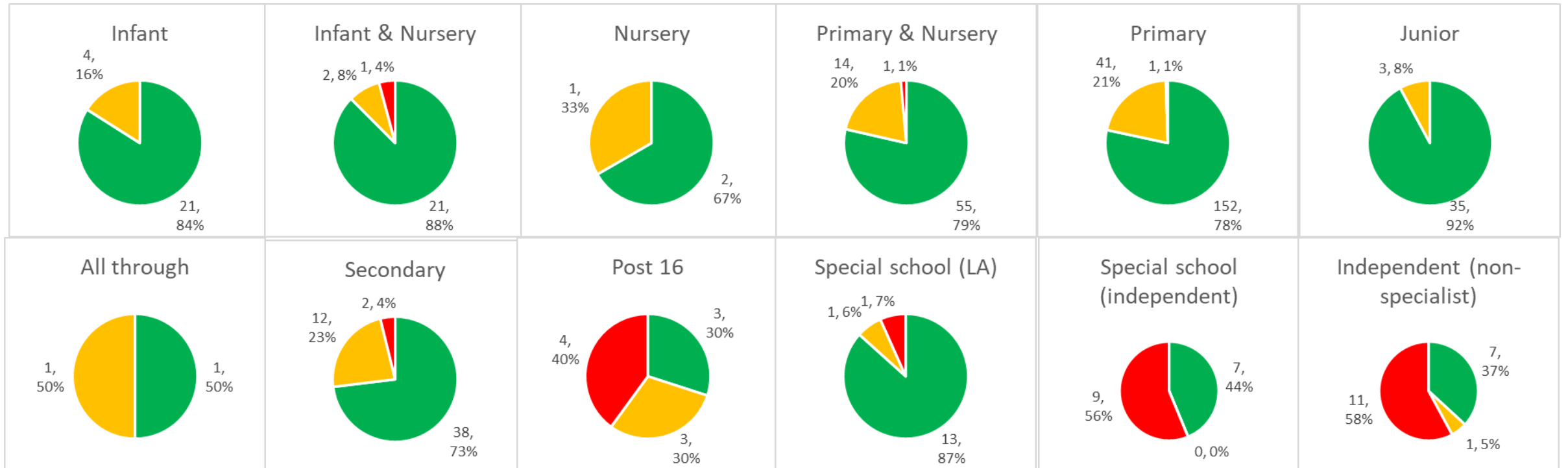
SEN Information Report quality audit (December 2021)

15 places of learning were quality audited against Schedule 1 (Regulation 51) of the Special Educational Needs and Disability Regulations (2014)

- 2 special schools
- 4 secondary age establishments
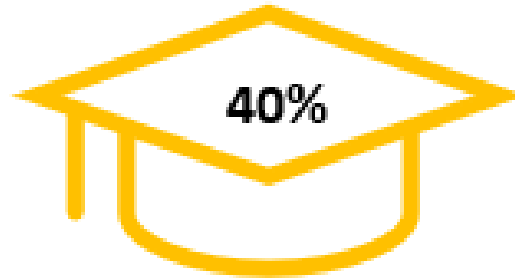- 7 primary age establishments
- 1 infant school
- 1 post-16

NB Schedule 1 relates to schools however it is considered best practice for all places of learning to publish information about how they provide for children and young people with SEND on their website

SEN Information Report quality audit (December 2021)

15 settings were selected for the quality assurance audit.

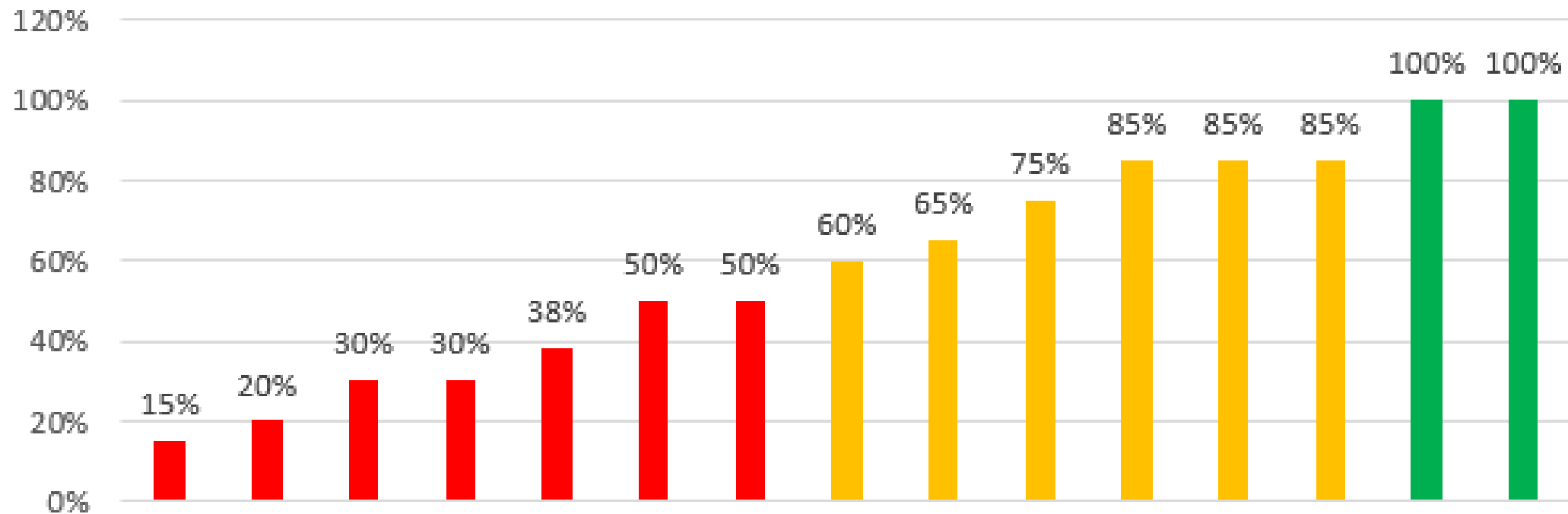|		
46%	40%	13%
Needed improvement	**Were adequate**	**Were excellent**

SEN Information Report quality audit (December 2021)

QA audit results for individual settings

SEN Information Report quality audit (December 2021)

In general terms the weaknesses were commonly:

- Missing or insufficient information
- Out of date information
- Lack of hyperlinks to related information
- Report not easy to read and understand
- Not easy to find information

The weakest Clauses were:

- Clause 6 - Information about how equipment and facilities to support children and young people with SEN will be secured
- Clause 7 - The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child
- Clause 8 - The arrangements for consulting young people with SEN about, and involving them in, their education

SEN Information Report – support for SENCOs

Most of the issues found through the audit can be resolved by following the
SEN Information Report Best Practice Guidance or online audit tool

Further support, advice and feedback is available

On request from Claire Jones claire.jones@norfolk.gov.uk

and

Through a twilight workshop on Wednesday 11 May 2022, 4-5pm

Clause 1 The kinds of SEN for which provision is made at the school

Best practice

- SEN data is given using easy to understand visualisations that include clear labels eg no abbreviations
- A full explanation is given about the different types of need and the type of SEND that fall under each category
- It is clear what data is included in any visualisations eg only the primary needs of pupils
- Avoid using acronyms/abbreviations/codes

Clause1 Met

73%

0%   100%
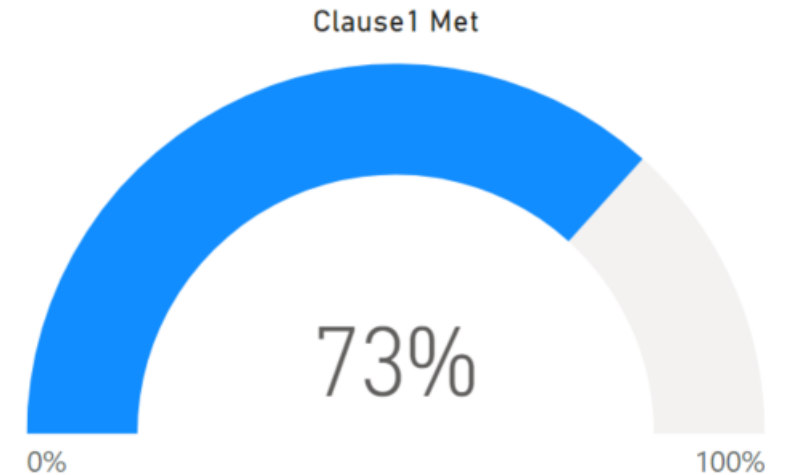
Clause 2 Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with SEN

Best practice

Signpost through a hyperlink to relevant policies as appropriate throughout the SEN Information Report

or

Provide a hyperlinked list of relevant policies in one place within the SEN Information Report

Clause2 Met

69%

0%   100%
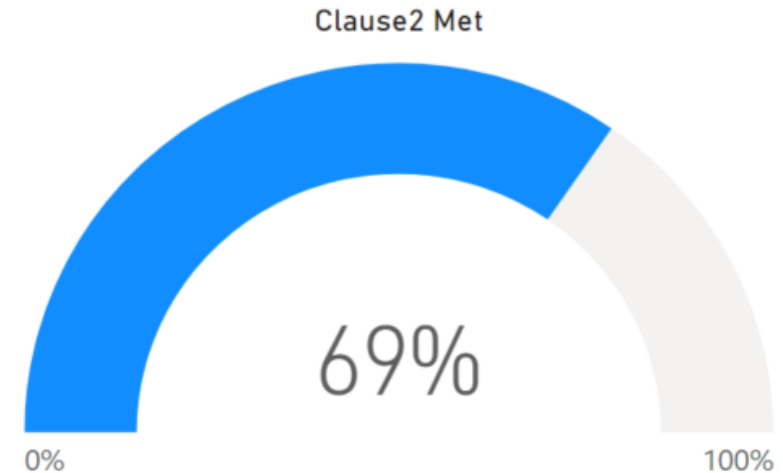
Clause 3a How the school evaluates the effectiveness of its provision for pupils with SEN
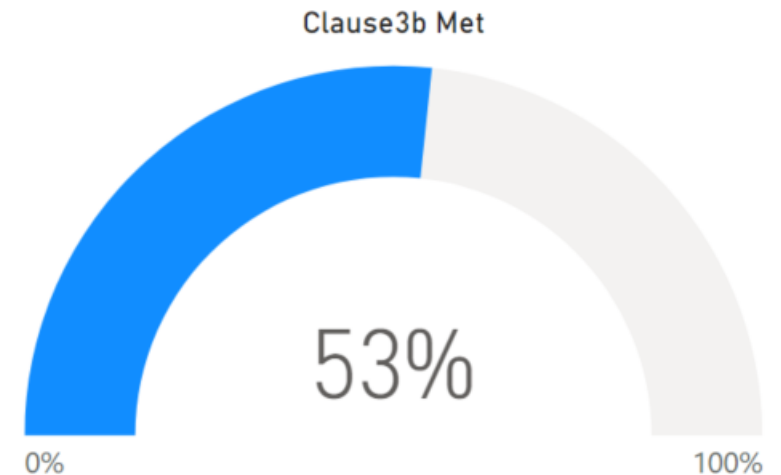
Best practice

- Different types of data and how data supports the school to evaluate the effectiveness of its SEN provision and interventions
- How qualitative data is obtained (eg pupil/parent voice) and used alongside quantitative data
- Frequency of evaluation
- Analysis of impact (local and national comparison)
- How the process is used to update the development plan and provision map

Clause3a Met

0%   47%   100%
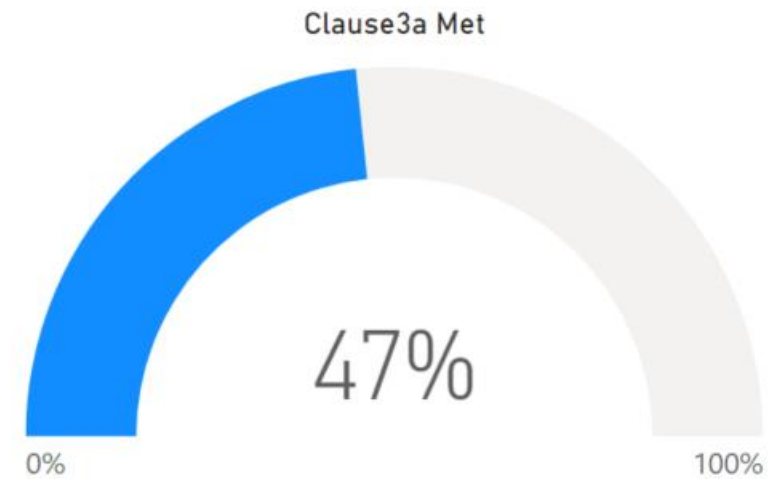
Clause 3b The school's arrangements for assessing and reviewing the progress of pupils with SEN
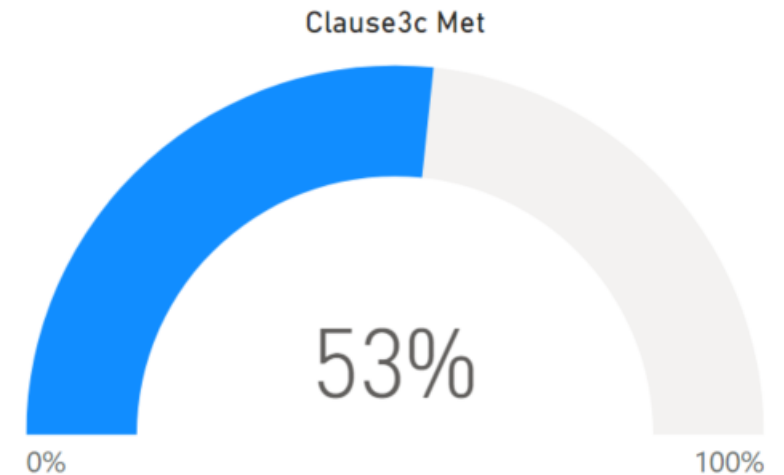
Best practice

- A clear explanation of the [Assess, Plan, Do, Review cycle and graduated approach](#)
- Why the setting might request specialist assessments, what these are and which services provide them
- How and when parents/carers are involved eg when a pupil is being assessed or has been identified as having SEN
- How and when pupils and parents/carers are engaged in reviewing the success of provision and interventions

Clause3b Met

0%   53%   100%

# Clause 3c The school's approach to teaching pupils with SEN

Best practice

- Explanation of the types of strategies a teacher might use to manage a range of SEN within their class
  - Lesson planning, structure, delivery and differentiation
  - How information about individual pupil needs is shared with teachers
  - Types of adjustments made to make lessons accessible for all pupils with SEN
  - How engagement and learning is supported and checked

Clause3c Met

53%

0%   100%

Clause 3d How the school adapts the curriculum and learning environment for pupils with SEN
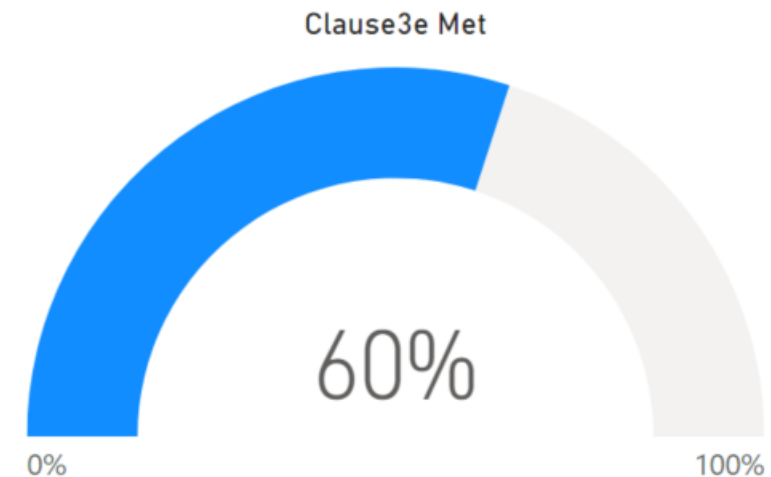
Best practice

- A full explanation of all the adaptations that can be made to support pupils with SEN across all four broad areas of special educational need including:
  - Information
  - Curriculum
  - Technology
  - Learning environment
  - Enabling pupils who cannot physically attend eg pupils with medical needs

Clause3d Met

67%

0%   100%
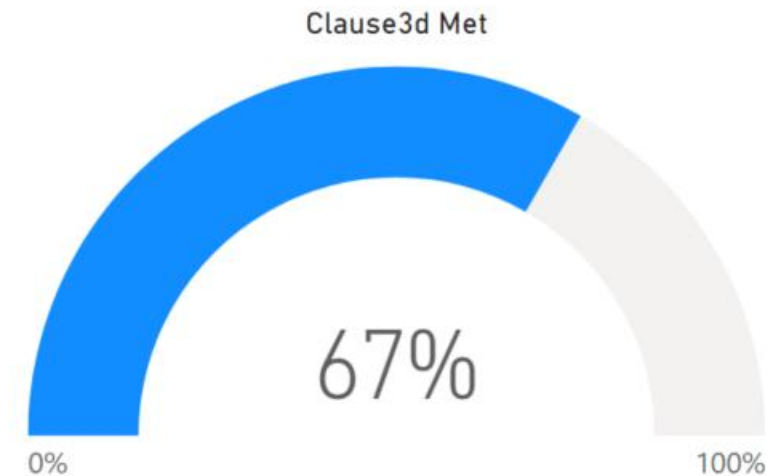
Clause 3e Additional support for learning that is available to pupils with SEN

Best practice

- A provision map or hyperlink to the provision map giving interventions used to meet the needs of pupils with different types of special educational needs
- Clear and detailed information about the [strategies and interventions used to support the four broad areas of special educational needs](#)
- Include information about how pupils with SEN and English as an Additional Language are supported

Clause3e Met

0%   60%   100%

Clause 3f How the school enables pupils with SEN to engage in the activities of the school (including physical activities) together with children who do not have SEN

Best practice

- Full explanation of all reasonable adjustments that can l made to support pupils with SEN across all four broad areas of special educational need including information about:
  - Support
  - Therapies
  - Specialist equipment
 - Physical environment
- Hyperlink to the School Accessibility Plan

Read the Accessibility Strategy

Clause3f Met

46%

0%   100%
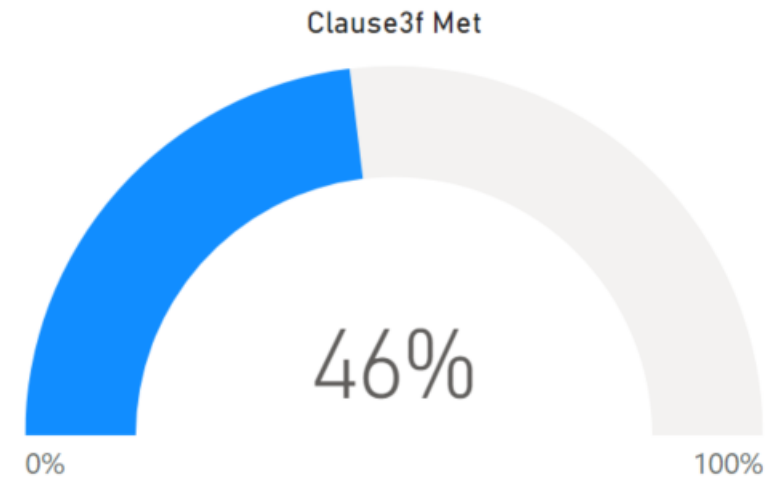
Clause 3g Support that is available for improving the emotional, mental and social development of pupils with SEN

Best practice

- Detailed information about:
    - Culture and ethos of the setting
    - Name and contact details of pastoral lead
    - How pastoral care is organised
    - Whole school approaches
    - Small group interventions
    - Individual interventions
   - Access to expert advice and support

Clause3g Met

80%

0%   100%
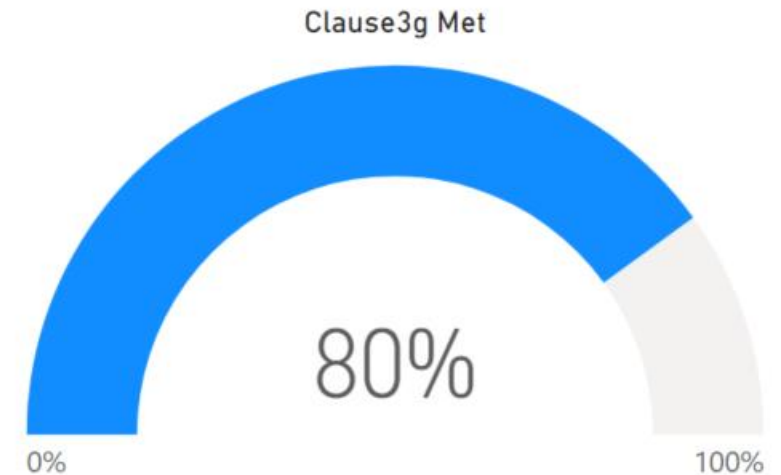
Clause 4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN(D) Co-ordinator

Best practice

- SENCO's name (nice to have photo too)
- Email address
- Telephone number
- Best day and time of day to contact or meet

Names and job titles of other key members of staff (ideally with photos)

This information is useful at the start of the SEN Information Report along with that under Clause 5

Clause4 Met

0%   100%   100%
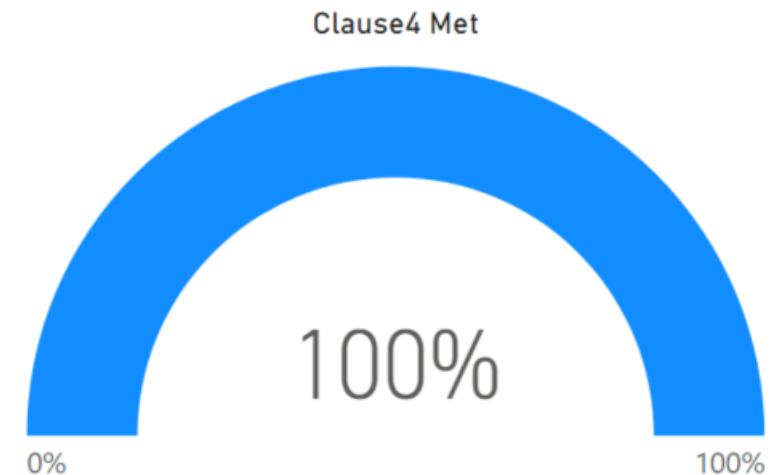
Clause 5 Information about the expertise and training of staff in relation to children and young people with SEN and about how specialist expertise will be secured
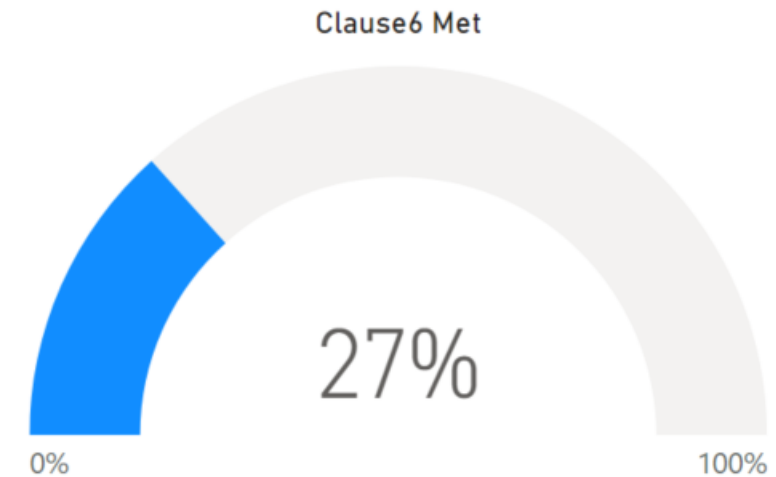
Best practice

- Qualifications held by SENCO
- People commissioned to provide specialist expertise within the school
- All recent (last 1-2 years) and planned (next 12 months) specialist SEND training including information about:
  - Which member(s) of staff received the training
  - The organisations who have delivered training and date(s)
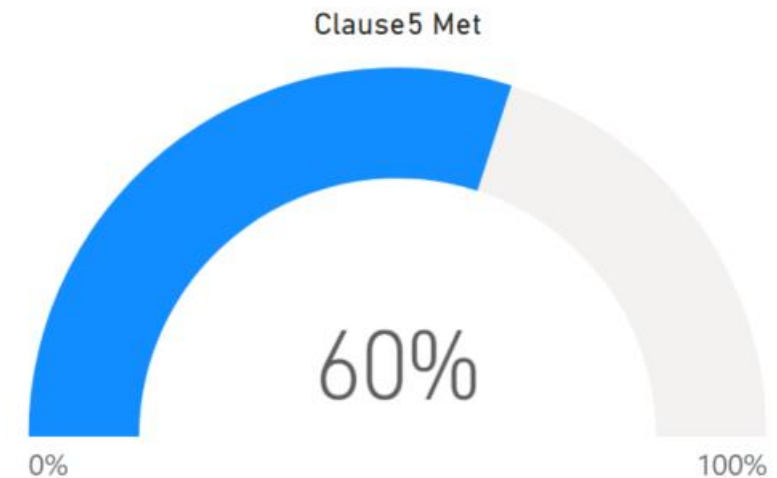
Clause5 Met

60%

0%   100%

Clause 6 Information about how equipment and facilities to support children and young people with SEN will be secured
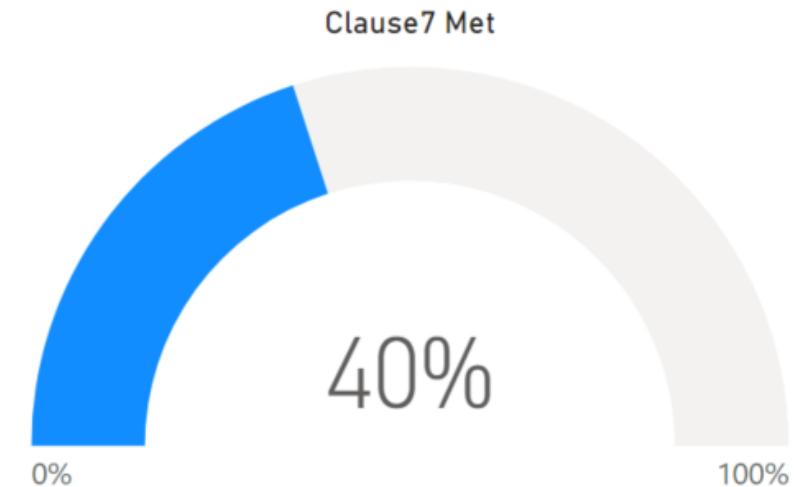
Best practice

- Information about the amount of SEND funding received
- How SEND funding is used to support pupils with SEND in the setting for example:
  - Commissioned specialist services
  - Specialist training for staff
  - Specialist assessments for individual pupils
  - Specialist equipment for individual pupils
  - Learning support
  - Adapting physical environment
- Hyperlink to costed provision map

Clause6 Met

27%

0%   100%

Clause 7 The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child

Best practice

- Guidance given about how parents/carers can communicate with the SENCO/teachers on a day-to-da basis
- Clear information about all opportunities for parents/carers to give views and get involved eg annual reviews, school coffee mornings, Making Sense of SEND events
- How parents/carers views inform and develop the offer eg you said, we did

Find co-production resources for professionals

Clause7 Met

40%

0%   100%

Clause 8 The arrangements for consulting young people with SEN about, and involving them in, their education

Best practice

- How the views of pupils with SEND are encouraged and valued
- All opportunities for pupils with SEND to give their view about their education
- How pupils with SEND are supported to give their view
- How pupils with SEND are made aware of opportunities to have a voice locally and nationally eg Norfolk SEND Youth Forum or DRAGONS disability action group for young people

Find best practice participation guidance

Clause8 Met

0%   20%   100%
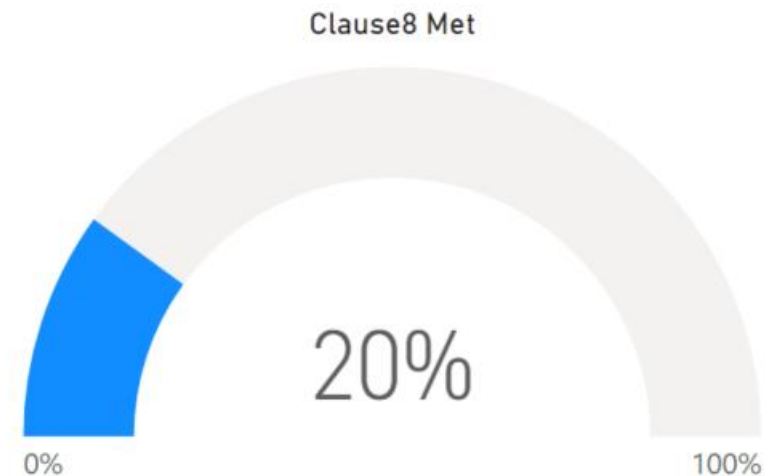
Clause 9 Any arrangements made by the governing body or proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school
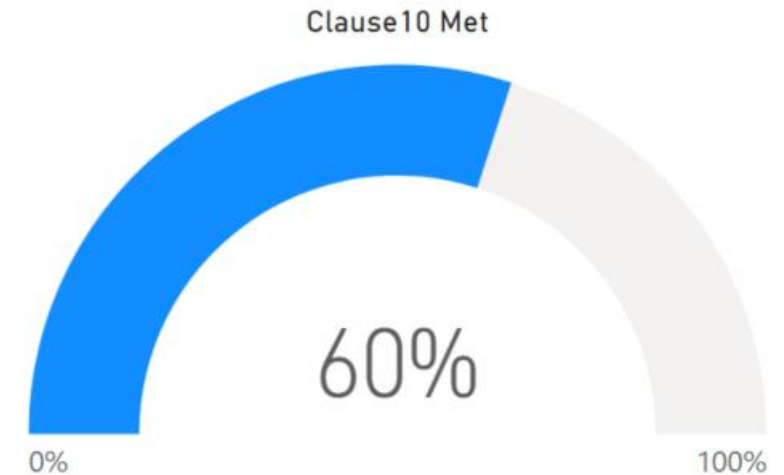
Best practice

- A step-by-step guide for parents/carers to follow when they are unhappy with the provision made for their child with SEND
- Early communication encouraged with a partnership approach to problem solving
- Signposting to parents/carers to external information, advice, support and advocacy
- How to make a formal complaint when a situation has not been resolved

Clause9 Met

73%

0%   100%
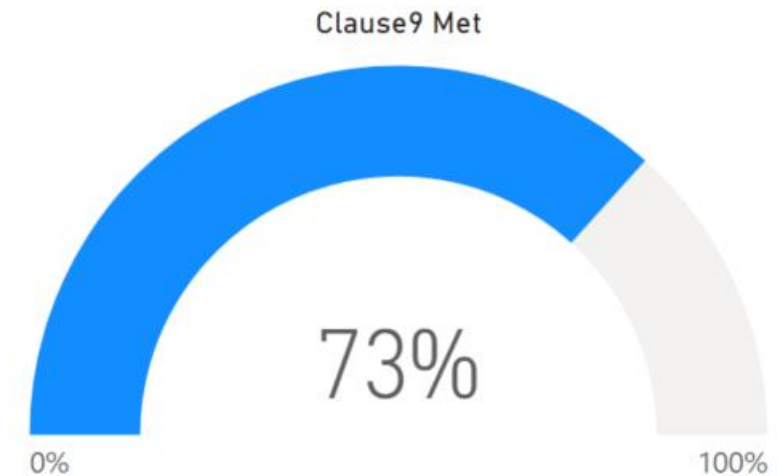
Clause 10 How the governing body involves other bodies in meeting the needs of pupils with SEN and in supporting the families of such pupils

Best practice

- A list of <u>services</u> commissioned, what they provide and the area of SEN they support
- Includes all <u>services</u> under the following categories:
  - Education
  - Health
  - Social care
  - Third sector organisations
- Each service hyperlinked to make it easy to find out more

Clause10 Met

60%

0%   100%

Clause 11 The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with section 32 (SEND IASS)
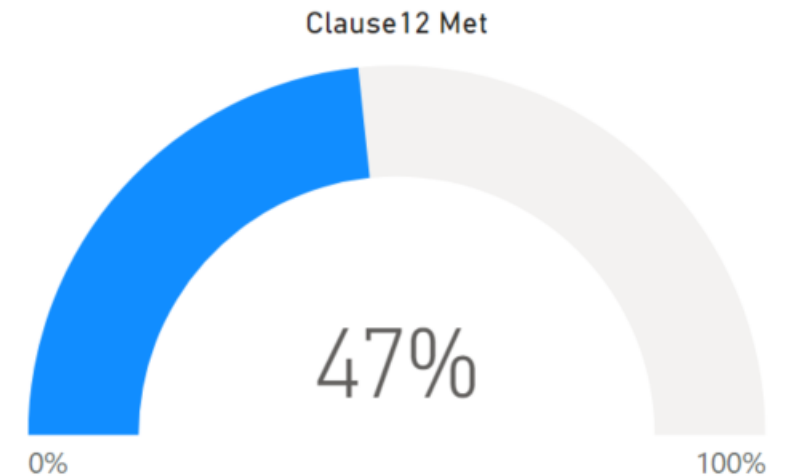
Best practice

- Information is given about Norfolk SEND Information, Advice and Support Service (SEND IASS) including:
  - Description of service, what is provided and who the service is for
  - Website
  - Telephone number
  - Email address
- This information could be included with information under Clause 9

Clause 11 Met

0%   53%   100%
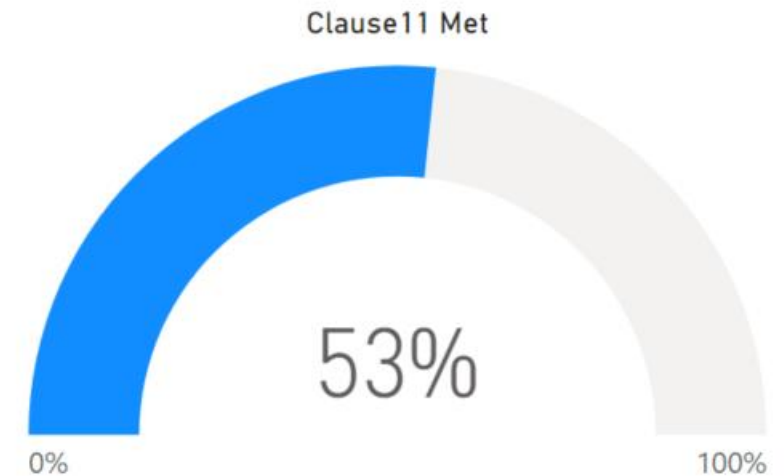
Clause 12 The school's arrangements for supporting pupils with SEN in a transfer between phases of education or in preparation for adulthood and independent living
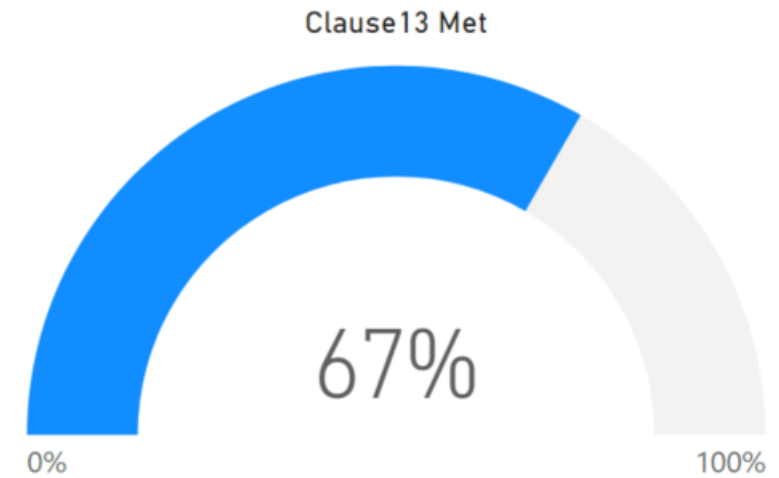
Best practice

- Information about the transition process for pupils with SEN (joining and leaving) including:
  - How pupils are encouraged to think about the future and transition
  - Liaison, information sharing and planning
  - Activities and visits
  - Transfer of pupil information
  - How pupil information is shared to give all staff an understanding of new pupils
  - Strategies used to support new pupils to settle
- How the transition process is evaluated and reviewed

Clause12 Met

47%

0%   100%

Clause 13 Information on where the local authority's local offer is published

Best practice

- Information is given about the local offer – what it is and where it is published
- The website address: www.norfolk.gov.uk/send
- The email address: send@norfolk.gov.uk

Clause13 Met

67%

0%   100%

Additional comments **The SEN Information Report is friendly, helpful, accessible and dated**

Best practice

- Friendly and approachable tone
- Easy to read and understand by those with no previous knowledge or expertise
- Avoid use of jargon and abbreviations
- Information structured and grouped in a logical and helpful way
- Cross-reference within the report to related information
- Contents page at the front helps the reader find the information they are seeking quickly
- It is clear when the report was last reviewed (month and year)

Clause13 Met

67%

0%   100%
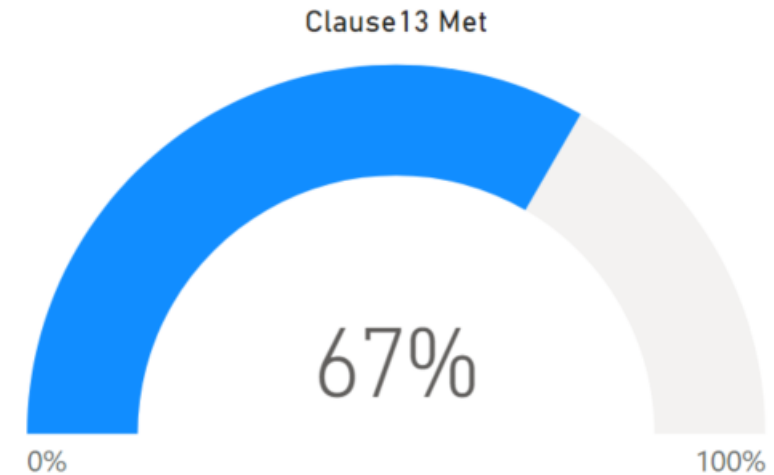
Final comments

- Schedule 1 (Regulation 51) of the Special Educational Needs and Disability Regulations (2014) sets out the information that must be included within a SEN Information Report.
- However it is within your gift to decide how the report is structured, written and published.
- It is important to involve parents/carers in the review of your SEN Information Report.
- Parents/carers can point out anything that is unclear and give their views about how you could make your SIR easier to read and understand.