

SEND Information Report

What needs to be in?



Here's a checklist of what needs to be in the SEND Information Report. It's based on the 2014 SEND Code of Practice.

Tick	Requirement
	SENDCo – Name and contact details of the SENCO (mainstream schools).
	Types of SEND – The kinds of SEND that we provide for?
	Our Approach – How we identify SEN and assessing needs?
	Teaching & Learning – including: <ul style="list-style-type: none"> • What is our approach to teaching pupils with SEN? • How we adapt the curriculum and the environment for pupils with SEND?
	Reviews – How we assess and review progress of SEND learners, including: <ul style="list-style-type: none"> • How parents are involved in reviews. • Pupil's progress towards any EHCP outcomes.
	Parents – How we consult parents of pupils with SEND and involve them in their child's education.
	Pupil Views – For pupils with SEND, how we: <ul style="list-style-type: none"> • Consult them about their education. • Involve them in planning their education. • Involve them in their reviews. • Listen to their views.
	Inclusion outside lessons - How we support pupils to engage in activities with pupils who do not have SEN, for example: <ul style="list-style-type: none"> • Breakfast club • After school clubs • School trips & residential
	Staff Training & Development - the expertise and training of staff to support SEND.
	Support Services – How we: <ul style="list-style-type: none"> • Involve others to meet pupil's SEND. • Involve others to support families. • Access and secure specialist expertise.
	Transition – How we support pupils to move between phases of education (and to prepare for adulthood from Y9 onwards).
	Emotional and Social Development - Support for this area of SEND, including any pastoral support.
	Bullying – measures to prevent bullying.
	Complaints – How we deal with parent complaints about SEND provision.
	Evaluation – How we evaluate the effectiveness of our SEND provision.

What do Ofsted say?

There is no mention of SEND Info Reports in the 2019 School Inspection Handbook. However, in advance of an inspection, inspectors “review and consider relevant publicly available information, such as the school’s website.” This might include the SEND Info Report.

What do NASEN say?

“Best practice goes beyond basic requirements and ensures documents are as accessible as possible”

Other things you might include:

- ✓ Access arrangements (e.g. SATs, GCSEs)
- ✓ Has the SENDCo completed the NASENCo award?
- ✓ Glossary of Terms (as a separate document)

Accessibility

Make your document easier to read for people with reading difficulties or visual impairments with these tips:

Tick	Accessibility Tip
	Font Size <ul style="list-style-type: none">• 12 for body text• 14/16+ for headings and subheadings
	Font type <ul style="list-style-type: none">• No italics or block capitals• Use a sans-serif font (e.g. Arial, Tahoma, Calibri or even Comic Sans)
	Colour Contrast <ul style="list-style-type: none">• Dark colour on light background, or• Light colour on dark background
	Headings <ul style="list-style-type: none">• Mark headings as headings (e.g. using the Styles function on MS word)• Use bold for headings to help people navigate between sections
	Jargon Avoid it – you understand it, parents might not. If you must use it, explain it (e.g. Quality First Teaching or Graduated Response).
	Break up paragraphs – Ten line paragraphs put people off and key information might be skipped. Could this be made into 2/3 paragraphs, or a bullet point list?
	Density - Leave space between paragraphs or sections.
	Alt Text – This helps screen readers to know what pictures are communicating. See here: http://9000lives.org/inclusive-leadership-accessibility-send/
	Portrait vs Landscape – Information is now more read on phones and tablets (than computers). Portrait is easier to read on phones. Use portrait.

NB These are basic tips, you can go further (e.g. using a buff colour background). For more detail go to 9000lives.org/inclusive-leadership-accessibility-send/