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**Schools/Academies are required to present a wealth of information on their websites and key among this is the SEN Information Report.**

If you recall and apply the key elements of the 2015 SEND Code of Practice, represented in an easy to navigate website, where each part of your evidence complements every other part, then your pupils can access everything they should be able to and they and their parents can feel valued and included.

**How can we do it?**

We should all review our academy websites. The value of each academy SENDCo doing this is that we each have a different profile and our perspective will be slightly different.

One of the most important requirements, is the requirement to publish online your SEN Information Report.

**Your SEN Information Report**

You may wish to have and display your SEN/D policy, **but remember that there isn’t a requirement to have a policy**. There is however a very clear requirement in the SEND Code of Practice for you to publish an SEN Information Report, updated at least annually.

As such, the Information Report is a key element of your website. The Information Report must include information for identifying, assessing and making provision for pupils with SEN and for the admission of disabled pupils.

The requirements are set out in legislation (the Special Educational Needs and Disability Regulations 2014 – see further information).

Your SEN Information Report should contain everything Ofsted, other agencies, parents or professionals could want to know in terms of SEN identification, provision and support. It can also act as a guide through SEN provision for all members of staff, whatever their career profile. It **must** include:

* Details of and links to your area Local Offer(s). Remember that if you work with more than one local authority, then you need to have links to all the Local Offers for those authorities.
* In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO. Best practice would be to also include the same details for your headteacher and your SEND hub councillor, as well as how parents can make a complaint or raise a concern.
* 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.
* How you make provision for pupils with SEN, whether or not they have Education, Health and Care Plans (EHCPs).
* What interventions you have implemented and their impact.
* The additional learning opportunities for pupils with SEN.
* Your procedures, if you are a mainstream school or nursery, for the identification and assessment of pupils with SEN.
* Your approach to teaching pupils who have SEN.
* How you adapt the curriculum and the learning environment for those who have SEN.
* 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.
* Details of the support that is available for improving the social, emotional and mental health and development of pupils with SEN.
* How you involve pupils and their parents in decision-making.
* How you evaluate the effectiveness of your provision, including securing feedback and the views of pupils and their parents.

**Setting out the SEN Information Report**

How might you explain the kinds of SEN that are provided for at your academy? One easy yet effective way is to point out that your academy provides support for pupils across the four areas of need as laid out in the SEND Code of Practice 2014 and then list them.

The next stage would be how you identify and assess those pupils with SEN. The key is to keep it simple and list how you do this, beginning with transition information passed on from nursery/early years/previous schools, moving on to key stage 2 results and other Baseline testing and progress data.

You would also need to mention feedback and referrals from teaching staff, observations (including learning walks), Pupil Premium interventions, and referrals from parents. Always remember to include any self-referrals from pupils.

In terms of your approach to teaching pupils with SEN, a bullet-pointed list of what your provision includes would be excellent practice. Include:

* Quality-first teaching with appropriate, targeted differentiation in place per pupil need. Explain what this means in practice.
* Additional adult support where appropriate to complement the work of the teacher.
* Reduced class sizes, where appropriate, and the use of small group work.
* Personalised provision where appropriate through targeted, time-limited programmes.
* Personalised provision through adapted resources and interventions.

Your report must include all the features mentioned above. However, it also needs to be accessible for parents and pupils and so there are several additional features you could use to promote and enable this.

* Your report must be downloadable by any member of the public (because it is a public document). Using a password so that it can be accessed only by staff and parents is not lawful.
* Use a contents list so that readers can see at a glance the sections of your report. It is even better and more user-friendly if you can use a hyperlink for each section heading so that the reader doesn’t have to scroll through the document to find the section they are seeking.
* Font, font size and spacing are crucial factors. Information Reports tend to be quite long from a parent’s perspective – 10 to 15-page documents are standard – and so we need to have white space to make it easier on the eye. Equally, if a parent asks for a hard copy (as they are entitled to do) then you need to remember that using a coloured background may help.
* As far as possible, it needs to be accessible for your pupils as well as parents and so try to use illustrations appropriate to the age of your pupils.
* Use colours, drawings, pictures, photographs, graphs and diagrams where appropriate. These draw in the reader and are usually easier for the reader to process than large bodies of text.
* Films of aspects of your practice and provision are particularly good. Always remember to make sure that you have written permission from any parents whose children feature in them.
* Feedback from your parents or pupils in the form of diagrams, charts, graphs (remember to keep them simple) are also an excellent way to make your Information Report easier and more interesting to read.

**Conclusion**

An effective academy features a website narrative that has impact, harnesses the views of all pupils, parents and staff, as well as the facts and figures, which all go together to reflect your context and achievements.

We are aiming for world class inclusion provision within all Aspire academies. Therefore, your academy SEN Information Report needs to tell the story of your everyday practice and provision and go beyond the legally compliant minimum. It is an opportunity to celebrate with your pupils, parents, Ofsted and any interested members of the public, the quality of your provision for pupils with SEN and share details of your pupils’ achievements.