

SEND Information Guidance

What is this document for?

Educational settings need to stay on top of a lot of legislation, good practice, and policy developments to ensure they are doing the best for their pupils. We want to make at least some of that easier for you. We hope you can use this document to update your SEND Policy, SEN Information Report, Local Offer, and relevant accessibility information. This guidance aims to make it easy and straight forward for you, the professional updating the documents, as well as assisting parents/carers and young people with the information they need to access support and make decisions about which settings can meet their needs.

A 2021 audit identified inconsistencies in content quality, review periods, and ease of access across East Sussex educational settings SEND documents. We have worked with a selection of parent/carers and SENCOs to shape this guidance in the hope that it will enable settings to fulfil their statutory obligations, whilst supporting families and young people with SEND to make informed decisions about their education.

Where should your setting put your SEND information?

We recommend best practice as having a high level SEND link, SEND webpage or SEND tab sitting directly on your school's home page.

On this, there **MUST** be

- all the relevant statutory information and live links to wider information with regards to SEND, such as accessibility
- a direct link from this page to the [Local Authority's Local Offer](#) (this website should also be embedded within your SEN information report)

Making all SEND information easy to find supports parents/carers in getting the important information they truly value. It also demonstrates that SEND is a priority in your school and that support is readily available to those who need it. As well as using this page to display statutory documents, we also encourage you to highlight how your school is an inclusive place for all students alongside useful signposting for parents/ carers of pupils with SEND.

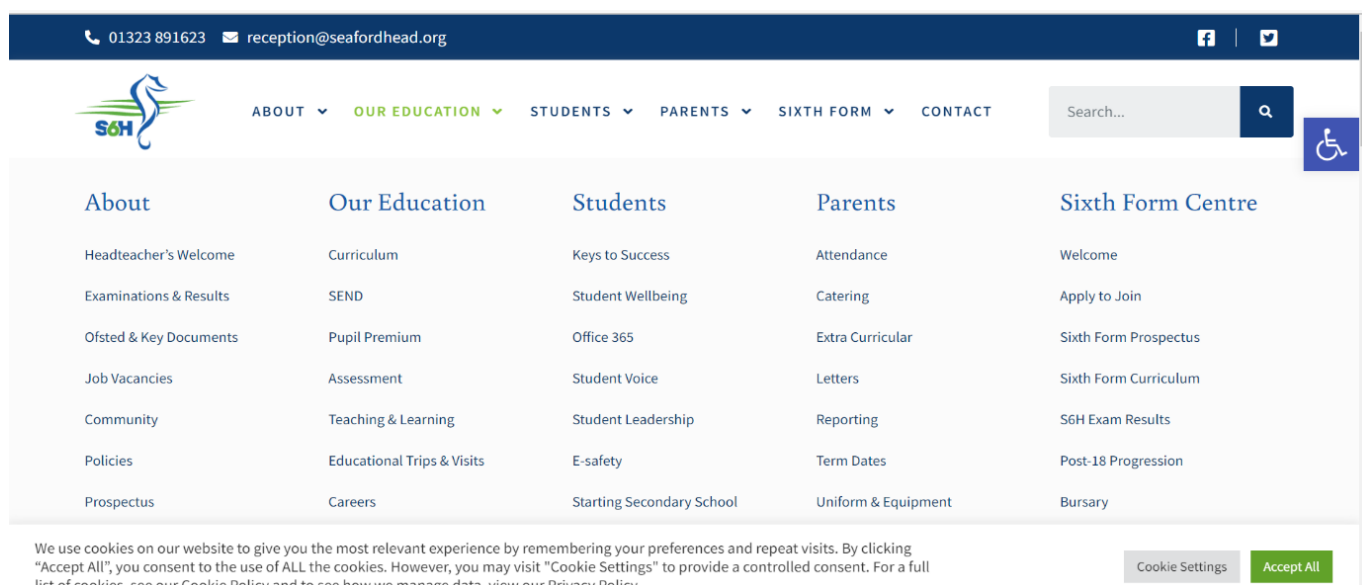
Best practice would be to also ensure that SEND and inclusion is reflected in all aspects of school life across your website so please consider highlighting how your school promotes inclusivity across the curriculum, in classrooms, with homework, afterschool activities and wider school life, on the relevant website pages.

See examples of this from All Saints CE Junior Academy:

- <https://www.allsaintscejunioracademy.org/topic/key-information>

If having a high-level link to SEND information directly on your home page is not possible for your setting, make sure that people who are accessing your site can get to your SEND

information in **2 clicks at the most**. Consider the most logical location for a parent/carer and/or young person, to find this information quickly and easily. See examples of this from Seaford Head:



The screenshot shows the website header for Seaford Head. It includes a dark blue navigation bar with contact information (01323 891623, reception@seafordhead.org) and social media icons. Below this is a white navigation menu with categories: ABOUT, OUR EDUCATION, STUDENTS, PARENTS, SIXTH FORM, and CONTACT. A search bar and accessibility icon are also present. The main content area displays a grid of links under each category:

About	Our Education	Students	Parents	Sixth Form Centre
Headteacher's Welcome	Curriculum	Keys to Success	Attendance	Welcome
Examinations & Results	SEND	Student Wellbeing	Catering	Apply to Join
Ofsted & Key Documents	Pupil Premium	Office 365	Extra Curricular	Sixth Form Prospectus
Job Vacancies	Assessment	Student Voice	Letters	Sixth Form Curriculum
Community	Teaching & Learning	Student Leadership	Reporting	S6H Exam Results
Policies	Educational Trips & Visits	E-safety	Term Dates	Post-18 Progression
Prospectus	Careers	Starting Secondary School	Uniform & Equipment	Bursary

At the bottom of the page, there is a cookie consent banner with "Cookie Settings" and "Accept All" buttons.

What best practice does your setting need to consider when updating your SEND information?

- It **must** be reviewed annually and updated as soon as possible if anything changes within that year
- It must reflect the current provision you can offer within your setting. This includes specific staff who are trained in particular areas (emotional literacy support assistants, speech and language support, dyslexia accreditations etc.)
- Ensure links you have included are still live, working and properly described
- Ensure the points of contact are up-to-date and clear for parents/carers/young people
- Make sure it was produced in partnership with children and young people and their parents, families, and carers. This will ensure pupil and parent voice is evident. This will also need reviewing to ensure views and aims are up to date
- Consider whether it is easily accessible, be aware to not use too much unnecessary text, ensure any acronyms are explained, and carefully consider any use of photos and/or videos
- Try to ensure your SEND governor knows about the documents and for them to be involved in the production and review processes. This can be useful for both you and them
- Whether it includes arrangements for children and young people who are Looked After and have SEND
- Details of how the curriculum is adapted or made accessible for pupils with SEND
- Ensure your information is in plain English.

See the example from Chyngton Primary School:



- Ensure it meets the accessibility guidelines
- **Be mindful of your audience.** Often parents are looking at the school website outside of business hours so directing them to call the school is not always helpful. An email address (with a clear outline for how quickly they can expect a reply) may be more useful
- Do your best to make sure your school website is smart phone friendly, as this is the most common way families will access your site
- Include a frequently asked questions (FAQ) section - this would be even more helpful and relevant if coproduced with your school's parents/carers and young people.

What should we include in our SEN information report?

The questions below should look familiar as most are from the previous template put together for schools. We have provided some prompts and example answers to help ensure the information is as relevant and clear for your parents/carers and young people as possible.

Please answer the following questions on your SEN Information Report, in the recommended order they are outlined, to ensure you are addressing all the statutory information the SEND Code of Practice Requires of Schools.

Who should I contact?

- If the family is considering the setting for their child/young person with SEND*
- If the child/young person is already attending the setting*
- If I want more general information about the setting's approach to working inclusively*
- If I want specific information about a specialist facility within / linked to the setting or specialist teachers or therapists*

- e. Consider whether your settings contacts could include photographs of the relevant staff
- f. Be clear about response times - are they the same for phone messages as they are for emails?
- g. Contact emails should appear in numerous places throughout the website

Which children does the setting provide for?

- a. Does your setting have expertise in a particular area of SEND?
- b. Age range/geographical area
- c. Setting's approach to inclusion

Summary of how the setting meets the needs of children / young people with SEN and Disabilities

- a. Consider using data here - What percentage of children and young people who have attended the school over the past few academic years had SEND?
- b. Consider using a case study in this section
- c. See the link below for Rye College (their response to this question is specific to their school. It's also clear and comprehensive):
 - <https://www.ryecollege.co.uk/mustknow/policies>

How does the setting identify children's special educational needs?

- a. Consider breaking this question down into how you identify SEND at each stage of schooling, through in-class observation, as part of your monitoring and assessment systems, pupil progress meetings, in discussion with parents/carers.
- b. What specific diagnostic tools does your setting use?
- c. This is a good place to reference question 10
- d. Include links to resources (ref Q 16) and clearly explain the link

How does the setting teach and support children with SEND?

- a. Consider addressing this question in terms of how you teach and support at each key stage. Include the graduated response at increasing levels of need, from [Universally Available Provision](#) and quality first classroom teaching practice, small, focused group interventions to personalised curriculums / interventions - what does this look like in your setting?
- b. Link to question 10 where you showcase staff qualifications regarding SEND - is the SENCO qualified?

How will the curriculum and learning environment be matched to the child / young person's needs?

- a. Consider adding a case study here
- b. Showcase all the school's adaptations
- c. Describe how you consider pupils/young people with SEND in relation to classrooms, supportive resources, sensory rooms, learning support centres, communal areas, support during unstructured times of the day
- d. Describe how the curriculum is adapted to ensure pupils/young people with SEND can access the learning, as well as how provision is personalised for pupils/young people with SEND

How are parents and carers involved in reviewing children's/young people's progress and planning support?

This is an excellent opportunity to showcase your setting's coproduction with parents/carers and young people.

How are children / young people involved in reviewing their progress and planning support?

As above - this is a great opportunity to showcase your coproduction.

How does the setting prepare and support children to transfer to a new setting/college or the next stage of education and life?

Give SEND specific information alongside your mainstream transition work for example, what does your setting do to support pupils/young people with SEND in the build up to transition/on taster days? Include work directly with the pupils/young people and the liaison that happens behind the scenes.

What training do the staff have?

- a. Be clear and specific (which staff members, what training they have etc.). Include in-school training and externally run training, as well as any ongoing CPD programs your setting has in place
- b. Include relevant training for SEND Governor here

How does the setting measure how well it teaches and supports children with SEND?

- a. *What monitoring takes place, how often and by who?*
- b. *What pupil and parent voice/survey do you use to develop your practice? How often do these surveys happen?*
- c. *What are outcomes like for pupils with SEND at your setting? Include both academic and holistic outcomes*
- d. *Consider including a case study in this section*

How accessible is the setting and how does it arrange equipment or facilities children need?

- a. *Showcase any adaptations or specialist equipment*
- b. *Be clear about accessibility for all SEND students*

How are pupils/young people with SEND included in activities with other children, including school trips?

- a. *Include a list of the regular year group trips/residentials and how meaningful adaptations are made to include pupils and young people with SEND. Include any preparation activities your setting might undertake to support the trip/residential to be successful, as well as adaptations once it is underway*
- b. *What is the alternative to school trips?*
- c. *What additional support can pupils with SEND expect regarding extracurricular activities at school? Is there a wide range of activities to choose from for pupils with differing interests and needs?*

What support is there for children's/young people's overall well-being and their emotional, mental, and social development?

- a. *Include whole setting approaches/systems/how the curriculum supports this as well as more specific and tailored support*
- b. *Include interventions that you have in your setting and signpost to information about the intervention*
- c. *Are there key adults/play leaders/peer mentors that support pupils/young people in your setting?*

What specialist services does the setting use to support children and their families?

- a. Include a link to the [East Sussex Local Offer here](#)
- b. Be clear about the amount of support you receive from specialist services

Where can I get information, advice, and support?

- a. Ensure external links provided are working and explained clearly and succinctly
- b. Below is a list of links and contact information that should be included as standard

Links to include both on your website and within your SEN information report:

East Sussex Local Offer

The Government asks that all local authorities (in our case, East Sussex County Council) provide information as clearly as possible so that parents, carers, children and young people can make informed decisions.

The East Sussex Local Offer consists of [an information site](#) which outlines how different SEND processes work and what support is available for children and young people with SEND, and their families. It also includes a SEND-specific directory listing local and online services, which you can [use on East Sussex 1Space](#).

Visit the East Sussex Local Offer website at: <https://localoffer.eastsussex.gov.uk/>

Amaze Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)

If you are a child or young person with a special educational need or a disability (SEND), or the parent of a child or young person with SEND, you can [contact the Amaze SENDIASS advice line](#) for information and advice.

Visit the SENDIASS website at: <https://amazesussex.org.uk/parent-carers/services-and-support/sendias-advice-line/>

Community Integrated Therapies and Equipment (CITES)

CITES are a 100-strong team of qualified occupational therapists, physiotherapists, speech and language therapists, assistants and administrators who provide non-acute therapy to children and young people living in East Sussex.

Visit CITES at: <https://www.eastsussexchildren.nhs.uk/about/childrens-integrated-therapy-services/>

East Sussex Wheelchair Service

East Sussex Wheelchair Service provides assessments for adults and children with mobility and postural problems. They supply manual and electric powered wheelchairs, buggies, pressure relieving cushions and accessories such as backrests, foot rests and arm rests for wheelchairs.

Visit the East Sussex Wheelchair Service at:
<https://millbrookhealthcare.co.uk/pages/east-sussex-wcs>

East Sussex Customer Service for Children's Services

Email: informationforfamilies@eastsussex.gov.uk

Communication, Learning, Autism Support Service +

CLASS+ works across East Sussex to support families/carers of Autistic children and young people.

Their aim is to provide guidance and training that enables families/carers to build their understanding of the strengths and challenges faced by Autistic children and young people and to develop greater confidence in how to support them.

Find out more information about CLASS+ at:
<https://1space.eastsussex.gov.uk/Services/4848>

i-go

i-go is the East Sussex Children and Young People's Additional Needs Register and free leisure discount card. The card is available for those aged 0-25 with additional needs living or studying in East Sussex. This could include physical, learning, social, emotional, and mental health needs.

Visit i-go at: <https://igo.eastsussex.gov.uk/>

If you have any questions or feedback relating to this document, please email localoffer@eastsussex.gov.uk