

The SEND Information Report: Statutory Requirements Checklist

While there is some duplication of information, schools are expected to have a **separate** SEND Information Report and SEND Policy easily accessible on their websites.

What's the difference?

SEND Information Report

- Explains how the school's SEND Policy is used.
- Explains what SEND provision looks like or how it works in your setting.
- Is a factual statement of **what happens now** and is a **live** document.

We would recommend calling it the **SEND Information Report**, rather than the School Local Offer, on your websites. The Local Offer is typically what is available borough wide.

SEND Policy

- Contains technical information about the school.
- Illustrates the school's mission, values, vision and aims.
- Includes information about the laws and rules which shape the day-to-day processes of the school.

A comprehensive list of what should be included can be found at [The Special Education and Disability Regulations \(2014\)](#)

Key Requirements	
The SEND Information report explains how the school implements the SEND policy.	
The SEND Information is published on the school website. It is easy to locate.	
The language and structure of the report are clear and easily accessible to all stakeholders, including young people and their families.	
The SEND Information Report has been reviewed within the last year and reflects practice at the current time .	
The SEND Information Report contains:	
The name and direct contact details for the SENCO.	
The range of SEND supported within the school based on the current population of children with SEND.	
The process for identification of SEND and assessment of need.	
The process for co-production to ensure families are fully involved in developing and reviewing plans for their child's education.	
The process for ensuring the individual learner is fully involved in developing and reviewing plans for their education that take into account their aspirations for the future.	

Arrangements for assessing and reviewing the learner's progress towards agreed objectives.	
Arrangements for supporting transition between key stages or into adulthood.	
An outline of the school's approach to Quality First Teaching for SEND .	
An outline of the provision on offer at Wave 2 (Targeted Support) and Wave 3 (Personalised and/or Intensive Support).	
An outline of adaptations made to the curriculum or learning environment to support learners with SEND to be fully included.	
An outline of what equipment and facilities to support learners with SEND is available.	
An explanation of how equipment and facilities to support learners with SEND is secured.	
A summary of staffing in the SEND team, including their expertise and training .	
A summary of training offered to all staff to ensure they are able to support learners with SEND.	
An explanation of how specialist SEND expertise is secured when it is needed.	
An explanation of how the schools involves other agencies and organisations in supporting learners with SEND and their families. This would include the LA, Health and voluntary organisations like the Sycamore Trust or Addup.	
Contact details for other agencies and organisations involved in supporting learners with SEND and their families.	
An outline of how the school evaluates the effectiveness of provision for learners with SEND to ensure high impact and at least good progress.	
An explanation of how inclusion works in the school to ensure that learners with SEND are able to participate fully and enjoy all aspects of school life .	
An explanation of how support is provided for social and emotional development .	
The protocol for handling specific complaints about SEND provision in the school with contact details for the SENCO, Headteacher and SEND Governor as part of a tiered approach. It includes a link to the Complaints Policy.	
An explanation of the arrangements for supporting looked after children with SEND .	
A working link to the LA Local Offer webpage.	

The SEND Policy: Best Practice Guidance

The SEND Policy outlines how the schools meets it statutory requirements for SEND and reflects the **actual practice** of the school on a day-to-day level.

It is based on a shared understanding about the school’s mission, vision, values and aims for meeting the needs of learners with SEND and should include references to the statutory guidance and legislation that shape processes.

Full guidance on what should be included can be found in the Education Regulations 1999

[Maintained Schools](#)

[Maintained Special Schools](#)

Key Guidance	
The SEND Policy sets out the mission, vision, values and aims of the school in supporting learners with SEND.	
The SEND Policy outlines what happens in practice to support learners with SEND so stakeholders know what to expect. As it can be used to hold a school to account for its provision for SEND, it is not an aspirational document.	
The introduction explains the purpose of the policy.	
The introduction identifies the legislation and guidance the policy complies with. <ul style="list-style-type: none"> • SEN Code of Practice 0-25 (2015) • Equality Act 2010 • Part 3 of the Children and Families Act (2015) • The Special Educational Needs and Disability Regulations (2014) 	
The introduction identifies other relevant school policies which are linked to the SEND Policy. <ul style="list-style-type: none"> • Accessibility Plan • Equalities and Diversity Policy • Supporting Children with Medical Needs Policy • Safeguarding Policy • Behaviour Policy • Positive Handling Policy • Teaching and Learning Policy • Complaints Policy 	
It identifies how the policy was developed, who was consulted with during the development and how it was shared with stakeholders.	
It identifies the roles and responsibilities of staff in developing an inclusive approach in the school and how they contribute to positive outcomes for learners with SEND.	
It identifies how learners with SEND are provided with a broad and balanced curriculum.	
It identifies how the school will respond to the requirements of the Special Educational Needs and Disability Act with respect to admissions .	

It clearly identifies the process for identification, assessment and review of learners who have/may have SEND.	
It identifies any areas of SEND the school specialises in and additional resourced provisions located on site.	
It explains how the school meets the requirements of the Equality Act to plan for learners with SEND and links directly to the Accessibility Plan.	
It identifies what resources and facilities are available to learners with SEND and how these are allocated.	
It identifies how learners with SEND are fully included in wider school activities with learners who do not have SEND and links to the Accessibility Plan and Equal Opportunities Policy.	
It identifies the training plan that ensures all school staff are equipped to meet the needs of learners with SEND both within and outside the classroom.	
It identifies how parents/carers are fully involved in their child's learning and progress and developing the school's approach to inclusion of learners with SEND.	
It identifies all external agencies involved in supporting learners with SEND and developing school practice for inclusion. It is helpful to include direct contact information in the appendix.	
It identifies how transition arrangements work when a learner with SEND moves schools or between phases.	
It identifies the procedure for specific complaints about SEND, including the role of the Governing Body, with a link to the school Complaints Policy.	
It identifies who is responsible for the development, implementation and review of the policy.	
It identifies when the policy was developed, as well as when it was ratified and by whom.	
It identifies the procedure for monitoring and review of the policy.	