1. **What must Governors publish about SEN?**

**Guidance to Governors about SEN report provided by DfE website**

**Special educational needs (SEN) report**

You must publish a report on your school’s policy for pupils with SEN.

The report must comply with:

* [section 69(2) of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/section/69)
* [regulation 51](http://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made) and [schedule 1 of the Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made)
* section 6 of the [‘Special educational needs and disability code of practice: 0 to 25 years’](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

The report must include:

* your school’s admission arrangements for pupils with SEN or disabilities
* the steps you’ve taken to prevent pupils with SEN from being treated less favourably than other pupils
* details of your school’s access facilities for pupils with SEN
* the accessibility plan your governing body has written in compliance with [paragraph 3 of schedule 10 to the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10)

Schools should check whether their published policy complies with the requirements above. The template provided by KCC for the SEN Policy / SEN Information Report was designed to cover the required points. The Accessibility Plan can be referred to at a headline level in the SEN Policy but will be required as a separately published document.

If your SEN policy does not include the information required above it must be included in a separate document and could be combined with the evaluation information below.

1. **What additional information would be useful?**

The schedule 1 guidance (above) asks schools to publish

‘3. *Information about the school’s policies for making provision for pupils with special educational needs whether or not they have EHC Plans including*

*3a How the school evaluates the effectiveness of its provision for such pupils’*

Whatever is cited in your policy under 3a, as the way in which the school will evaluate the effectiveness of its provision, should be reported upon here as an annual evaluation.

In addition the following information could be included:-

1. Contact details (name, phone, email) of SENCO and SEN Governor
2. Number and % of pupils with EHC Plans and number and % with SEN Support and the national comparison % (taken from RAISEonline). [In small school, where it may be possible to identify pupils when a number is given, just the % should be used.]
3. Number and % of pupils with SEN (all) with each type of need. [ use % only in small schools]
4. Funding provided to the school for SEN – this is the SEN Notional Fund and any High Needs Funding
5. The outcomes achieved by last leaving group of pupils with SEN – schools can use the Table in RAISEonline showing % pupils making expected progress which shows national comparison, e.g
* **Primary Analysis of outcomes of pupils with statements / EHC Plans from RAISEonline 2016**
* Cohort in Year 6 = [insert]
* Pupils with **statements or EHC plans** = [insert]
* Progress Score for pupils with statements or EHC plans

|  |  |  |
| --- | --- | --- |
| **Maths** | **Reading** | **Writing** |
| [insert]  | [insert]  | [insert] |
| Sig + / in line with / sig- | Sig + / in line with / sig- | Sig + / in line with / sig- |

* **Analysis of outcomes of pupils with SEN Support from RAISEonline 2016**
* Cohort in Year 6 = [insert]
* Pupils with SEN support = [insert]
* Progress Score for pupils with SEN Support

|  |  |  |
| --- | --- | --- |
| **Maths** | **Reading** | **Writing** |
| [insert]  | [insert] | [insert]  |
| Sig + / in line with / sig- | Sig + / in line with / sig- | Sig + / in line with / sig- |

**or**

* **Secondary Analysis of outcomes of pupils with statements/ EHCPs from RAISEonline 2016**
* Cohort in Y11 = [insert]
* Pupils with SSEN / EHCP = [insert]
* Progress score for pupils with EHC plans

|  |  |
| --- | --- |
| **English** | **Maths** |
| [insert]  | [insert]  |
| Sig+ / in line with / sig - | Sig + / in line with / sig - |

* **Analysis of outcomes of pupils with SEN support from RAISEonline 2016**
* Cohort in Y11 = [insert]
* Pupils with SEN support = [insert]
* Progress score for pupils with SEN support

|  |  |
| --- | --- |
| **English** | **Maths** |
| [insert] | [insert]  |
| Sig + / in line with / sig - | Sig + / in line with / sig - |

1. The progress data for current pupils, either by year group or as a combined group, showing %pupils on track to make expected progress or more than expected progress from their starting point

|  |  |  |  |
| --- | --- | --- | --- |
| **% SEN/non-SEN****on track for expected or better progress from their starting point** | **Reading** | **Writing** | **Maths** |
| **Year R** | e.g. 67%/78% |  |  |
| **Year 1** |  |  |  |
| **Year 2** |  |  |  |
| **Year 3** |  |  |  |
| **Year 4** |  |  |  |
| **Year 5** |  |  |  |
| **Year 6** |  |  |  |

or

|  |  |  |
| --- | --- | --- |
| **% SEN/non-SEN****on track for expected or better progress from their starting point** | **English** | **Maths** |
| **Year 7** | e.g. 67%/78% |  |
| **Year 8** |  |  |
| **Year 9** |  |  |
| **Year 10** |  |  |
| **Year 11** |  |  |
| **No. / % pupils in receipt of HNF making expected progress.** | **English** | **Maths** |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **% all pupils with SEN on track to achieve All Outcomes**  | **> 50%** | **<50%**  | **None** |
|  |  |  |  |

1. Attendance of pupils with SEN – Schools can use the Table in RAISEonline which shows national comparisons

**Attendance of pupils with SEN (primary)**

|  |  |  |
| --- | --- | --- |
| **2014 –2015** | **% sessions missed due to overall absence** | **% persistent absentees – absent 15% or more sessions** |
|  | **School** | **National** | **School** | **National** |
| **No SEN** |  | 3.8 |  | 1.6 |
| **SEN support** |  | 5.2 |  | 4.4 |
| **SEN with statement or EHCP** |  | 6.3 |  | 7.4 |

**or**

**Attendance of pupils with SEN (secondary)**

|  |  |  |
| --- | --- | --- |
| **2014-2015** | **% sessions missed due to overall absence** | **% persistent absentees – absent 10% or more sessions** |
|  | **School** | **National** | **School** | **National** |
| **No SEN** |  | 4.9 |  | 4.3 |
| **SEN support** |  | 7.5 |  | 10.9 |
| **SEN with statement or EHCP** |  | 7.3 |  | 10.9 |

1. Exclusions occurring in the last 12 months. Number fixed term incidents (% pupils with SEN / % pupils with no SEN). Number permanent exclusions (% pupils with SEN / % pupils with no SEN)
2. (Secondary) Destinations of pupils with SEN.
3. Result of last satisfaction survey of parents of pupils with SEN – will be collected at annual review of EHCPs and SSENs and could be collected by the school as part of the 3 formal meetings with parents of pupils with SEN Support
4. An update of the improvements made to the school through the Accessibility Plan
5. An evaluation of the Equality Objective (if it relates to SEN and disability)
6. An evaluation of the interventions used by the school to support pupils with SEN

|  |  |  |  |
| --- | --- | --- | --- |
| **Intervention** and number of pupils who accessed this intervention this year | **Focus** | **Impact****% making progress/achieving targets** | **Implications for 2015/16**(continue / drop / re-train TA / select pupils more accurately) |
| *Eg Self Esteem support**(14 students across the year)* | *Raising self- concept and reducing behaviour incidents* | *86% (12 students) made good progress in this group as evidenced by their improved self-concept and reduced behaviours* | *Will continue for students exhibiting difficult behaviour* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. SEN Training provided to staff over the last 2 years

|  |  |
| --- | --- |
| **Training**Date provided - Title | **Uses in the school and impact** |
| *Eg 26/9/13- Literacy difficulties in school* | *Strategies to support pupils with literacy difficulties, more teacher awareness and better planning, increase in pupils making expected progress in literacy* |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. Actions that will be included in the next school development plan to improve provision further for pupils with SEN