SEND information Report and Local Offer

What are the similarities and differences and what are schools required to publish

The SEND Information Report and the Local Offer are separate entities. The SEND report, similar to the SEND policy, is produced by the school. The Local Offer is produced by the Local Authority and not the school. However the school has editorial rights to alter the published information as it changes or needs revision.

What the law says

In February 2014 the DfE published advice on the statutory policies and documents that governing bodies and proprietors of schools are required to have by law.

The School Information Regulations 2012 require the governing body of a school to publish on its website or elsewhere online, an annual school information report for SEND.

The Children and Families Act 2014, section 69 states:-

1. This section imposes a duty on –
    a. the governing body of maintained schools and maintained nursery schools in England and
    b. the proprietors of Academy schools

2. A governing body or proprietor must prepare a report containing SEND information

The revised SEND code of practice (DfE April 2014) states:-

'The governing body of maintained schools and maintained nursery schools and the proprietors of academy schools MUST publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND'.

The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The School's SEND Report

This is technically a written annual account of things that have been achieved or completed. It records the implementation of the school's policy, <u>not what the school aspires to achieve.</u>

What must the SEND report include?

The revised code of practice (2014), (Para 6.79) and other regulations above set out the information that must be included in the SEND report. These include:-

- the kinds of SEND that are provided for

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- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO (mainstream schools)

- arrangements for consulting parents of children with SEND and involving them in their child's education

- arrangements for consulting young people with SEND and involving them in their education

- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

- the approach to teaching children and young people with SEND

- how adaptations are made to the curriculum and the learning environment of children and young people with SEND

- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

- evaluating the effectiveness of the provision made for children and young people with SEND

- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

- arrangements for handling complaints from parents of children with SEND about the provision made at the school

Additionally from the children and Families Act 2014 schools must also include:

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Para 69 (3) the School Information Report

a) such information as may be prescribed about the implementation of the governing body's or proprietors policy at the school with special educational needs;

b) Information as to:-

I. the arrangements for admission of disabled persons as pupils at the school;
II. the steps taken to prevent disabled pupils from being treated less favourably than other pupils;
III. the facilities provided to assist access to the school by disabled pupils
IV. the plan prepared by the governing body under paragraph 3 of Schedule 10 of the Equality Act 2010 (accessibility plan)

THERE IS NO SET FORMAT FOR THIS REPORT. Schools are autonomous in their choice of how to present the information. However, paragraph 6.80 (SEND Code of Practice 2014) states that:-

'6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEND.

This information should be easily accessible and written in clear straight forward language.'

The information report must also contain contact details of the school's policy, including the name and contact details for the SENDCO and the person to which any concerns should be addressed.

The information report should also include information on how the school's curriculum has been adapted to make it accessible to pupils with SENDs or disability.

The Local Offer

The local offer is not the same as the information report and should not be used as a substitute for it on a school's website.

The local offer is rooted in the following primary legislation and regulations:-

Legislation:-

Sections 27, 28, 30, 32, 41, 49, and 51-57 of the Children and Families Act 2014
Equality Act 2010

Regulations:-
The Special Educational Needs and Disability Regulations 2014 (Part 4)

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC)

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plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. (Para 4.1 SEND Code of Practice 2014)

The Local Offer must include provision in the local authority's area. It must also include provision outside the local area that the local authority expects is likely to be used by children and young people with SEND for whom they are responsible and disabled children and young people. (Para 4.4 SEND Code of Practice 2014)

Local authorities must publish comments about their Local Offer received from or on behalf of children with SEND or disabilities and their parents and young people with SEND or disabilities. (Para 4.21 SEND Code of Practice 2014)

The Local Offer must include information about:

- special educational, health and social care provision for children and young people with SEND or disabilities – this should include online and blended learning
- details of how parents and young people can request an assessment for an EHC plan arrangements for identifying and assessing children and young people's SEND – this should include arrangements for EHC needs assessments
- other educational provision, for example sports or arts provision, paired reading schemes
- post-16 education and training provision
- apprenticeships, traineeships and supported internships
- information about provision to assist in preparing children and young people for adulthood (see paragraphs 4.52 to 4.56)
- arrangements for travel to and from schools, post-16 institutions and early years providers
- support to help children and young people move between phases of education (for example from early years to school, from primary to secondary)
- sources of information, advice and support in the local authority's area relating to SEND and disabilities including information and advice provided under Section 32 of the Children and Families Act 2014, forums for parents and carers and support groups
- childcare, including suitable provision for disabled children and those with SEND
- leisure activities
- support available to young people in higher education, particularly the Disabled Students Allowance (DSA) and the process and timescales for making an application for DSA
- arrangements for resolving disagreements and for mediation, and details about making complaints
- parents' and young people's rights to appeal a decision of the local authority to the First-tier Tribunal (SEND and disability) in respect of SEND and provision
- the local authority's accessibility strategy (under paragraph 1 Schedule 10 to the Equality Act 2010)
- institutions approved under Section 41 of the Children and Families Act 2014 (Para 4.38 SEND Code of Practice 2014)

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In many authorities schools are publishing their own 'School's Local Offer' alongside the LA's 'Local Offer' to meet their duties under para 4.34 of the Code of Practice that requires schools to give more detailed information about their arrangements for pupils with SEND.

Is there information overlap?

Whilst there are significant overlaps in the information required there are distinct differences in the two forms of information even though their content may be similar.

	Local Offer	SEND Information Report
Responsibility	Local Authority	SENDCO/ SLT/Governing Body (GB responsible for website content under the School Information Regulations 2012 and the SEND code of practice 2014. Academy sponsors or school proprietors through their funding agreements and SEND code of practice 2014.)
Purpose of the information	To share what is on offer	To inform what has been done / delivered
Where published	LA website/ portal/ School Websites	School Website (Hard copy on request)
Updated	At least once per year	Annually
Student/Pupil and family friendly format required	Yes	Yes

As Newfield is a special school much of the information is embedded within our overall ethos and policies. The table below indicates where the information is held on the website.

The Head Teacher is the School SENDCO and can be contacted via the website or by directly contacting the school

Tel: 01254 588600
E Mail: Newfield@blackburn.gov.uk

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SEND Information Report and Local Offer

Both	SEND Information Report	Local Offer	Information Location on Website
	Must contain information on;	Some duplication of statements due to links to multiple areas of the information report	
Y	The kinds of SEND that are provided for	Special educational, health and social care provision for children and young people with SEND or disabilities – this should include online and blended learning	School Website - Key Information Parent Handbook NAS Accreditation Report
Y	Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO (mainstream schools)	Details of how parents and young people can request an assessment for an EHC plan arrangements for identifying and assessing children and young people's SEND – this should include arrangements for EHC needs assessments	School Website - Key Information Parent Handbook
Y	Arrangements for consulting parents of children with SEND and involving them in their child's education	Sources of information, advice and support in the local authority's area relating to SEND and disabilities including information and advice provided under Section 32 of the Children and Families Act 2014, forums for parents and carers and support groups	School Website - Key Information Parent Handbook Policies – ARR, Home School Diary Protocol, Home School Agreement, Homework Statement LPPA Report
Y	Arrangements for consulting young people with SEND and involving them in their education		
	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review		School Website - Key Information Parent Handbook Policies – ARR LPPA Report
Y	Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society	Support to help children and young people move between phases of education (for example from early years to school, from primary to secondary) Apprenticeships, traineeships and supported internships Information about provision to assist in preparing children and young people for adulthood (see paragraphs 4.52 to 4.56)	School Website - Key Information Parent Handbook Policies – Transition, Teaching and Learning, ARR IQM Report WAS Report
	The approach to teaching children and young people with SEND		School Website - Key Information Parent Handbook Policies – Teaching and Learning IQM Report WAS Report
Y	How adaptations are made to the curriculum and the learning environment of children and young people with SEND	Post-16 education and training provision Apprenticeships, traineeships and supported internships	School Website - Key Information Parent Handbook Policies – Teaching and Learning

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		Other educational provision, for example sports or arts provision, paired reading schemes	IQM Report WAS Report
	The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured		School Website - Key Information Parent Handbook Policies – Induction, CPD
	Evaluating the effectiveness of the provision made for children and young people with SEND		School Website - Key Information Parent Handbook School Development Plan IQM Report
Y	How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND	Other educational provision, for example sports or arts provision, paired reading schemes	School Website - Key Information Parent Handbook Policies – Community Cohesion WAS Report RRSA Report IQM Report
Y	The support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying	Information about provision to assist in preparing children and young people for adulthood (see paragraphs 4.52 to 4.56)	School Website - Key Information Parent Handbook Policies – Anti-Bullying, Counselling, CIOC, Safeguarding and Child Protection, RRSA Report WAS Report
	How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families		School Website - Key Information Parent Handbook LPPA Report WAS Report
Y	Arrangements for handling complaints from parents of children with SEND about the provision made at the school	Arrangements for resolving disagreements & for mediation, and details about making complaints Parents' & young people's rights to appeal a decision of the LA to the First-tier Tribunal (SEND & disability) in respect of SEND & provision	School Website - Key Information Parent Handbook Policies – School Complaints
	The arrangements for admission of disabled persons as pupils at the school;		School Website - Key Information Parent Handbook
	The steps taken to prevent disabled pupils from being treated less favourably than other pupils;		School Website - Key Information Parent Handbook Policies – Equality, Accessibility Plan, Community Cohesion IQM Report RRSA Report

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	The facilities provided to assist access to the school by disabled pupils;		School Website - Key Information Parent Handbook Policies – Equality, Accessibility Plan IQM Report
Y	The plan prepared by the governing body under paragraph 3 of Schedule 10 of the Equality Act 2010 (accessibility plan)	The local authority's accessibility strategy (under paragraph 1 Schedule 10 to the Equality Act 2010)	School Website - Key Information Parent Handbook Policies – Equality, Accessibility Plan
		Arrangements for travel to and from schools, post-16 institutions and early years providers	School Website - Key Information Parent Handbook
		Childcare, including suitable provision for disabled children and those with SEND	School Website - Key Information Parent Handbook
		Leisure activities	School Website - Key Information Parent Handbook
		Support available to young people in higher education, particularly the Disabled Students Allowance (DSA) and the process and timescales for making an application for DSA	School Website - Key Information Parent Handbook
		Institutions approved under Section 41 of the Children and Families Act 2014 (Para 4.38 SEND Code of Practice 2014)	School Website - Key Information Parent Handbook

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