



**Guidance for using the suggested Template of Parents Questions to develop the School’s SEN Information Report (‘school offer’)**

The requirements of the SEN regulations on school information and the new SEN Code of Practice provide an opportunity for schools to review their provision and how they are implementing their policy for pupils with SEN and disabilities (SEND). As well as ‘what’ needs to be included it is an opportunity for schools to think about ‘how’ they involve parent/carers and pupils in the co-production of the ‘school offer’ for SEN. The ‘school’s offer’ should help the school to provide a narrative about SEN and make parent/carers and their children feel welcome as part of the school community. Representative parents and schools in Hertfordshire have developed a template that schools can use to set out their ‘offer’. This is based on key questions that parents have said they would find helpful to be addressed and these have been cross referenced with the requirements in the Code. This guidance document can be used to help schools complete the template and aims to help schools to think about how they answer those questions and where to find further information. The SEN Information Report does not have to be overly detailed or lengthy but it does have to cover all the elements listed in the SEN Code of Practice at paragraph 6.79. The report must be published on the school’s website, should be easily accessible to parent/carers and pupils and should be set out in clear, straightforward language. It should be updated each year.

<b>Parents’ Questions on template</b>	<b>Issues for schools to consider in response</b>	<b>Further guidance/ sources of information</b>
<p><b>1. How does the school know if the children/young people need extra help and what should I do if I think my child may have special educational needs?</b></p>	<p>How do you identify children/young people with special educational needs? How will parents/carers be able to raise any concerns they may have? How are pupils’ views listened to?</p>	<p>See definition of SEN in Code of Practice in introduction. Code of Practice Chapter 6 refers to schools and their need to have in place policies on graduated response to the identification and assessment of children falling behind age appropriate expectations. It also refers to how parents need to be involved. Explain how and to whom parents can speak to in the school. Explain how pupils are involved in giving their views.</p>

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<p><b>2. How will school staff support my child?</b></p>	<p>How do you oversee and plan the education programme and who will be with the child/young person and how often? What will be their roles? Who will explain this to parents/carers? How are the school's governors or trustees involved and what are their responsibilities?</p>	<p>Explain the different roles of school staff and how they support children with SEN in the school. (eg classteacher, form tutor, subject teachers, learning support assistants, Head of Year, SENCO, Headteacher, governors)</p>
<p><b>3. How will I know how my child is doing?</b></p>	<p>In addition to the normal reporting arrangements, what opportunities will there be for parents/carers to discuss his or her progress with the staff? How does the school know how well a child is doing? How will parents/carers know what progress their child/young person should be making? How are parents involved in reviews? What opportunities will there be for regular contact about things that have happened at school e.g. a home school book How are pupils involved ?</p>	<p>Refer to good quality teaching and high aspirations for all. Schools need to say how they meet the needs of children who are falling behind and can differentiate well before having to introduce additional support. Explain the school's framework for assessing children they believe have SEND. Explain what triggers additional support and how the school is going to assess progress. Schools also need to meet with parents at least once a term. Explain who will meet them and how they can contribute. Explain how the effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by Ofsted. Also refer to data recording and record keeping and how information is shared with parents. Explain how pupils are involved in reviews of their progress.</p>

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<p><b>4. How will the learning and development provision be matched to my child's needs?</b></p>	<p>What are the school approaches to differentiation? How will that help a child/young person?</p>	<p>As above. Explain differentiation. Schools should give a picture of what typical interventions are for different levels of need and how progress is assessed. Schools need to follow the 'Assess, Plan, Do Review' model of intervention and support laid out in Chapter 6 of the Code. Schools should explain how they work with parents in agreeing provision to suit children's specific needs. Explain how pupils are consulted and able to give their views about their provision.</p>
<p><b>5. What support will there be for my child's overall wellbeing.</b></p>	<p>What pastoral, medical and social support is available in the school for children with SEND? How does the school manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will a pupil be able to contribute his or her views?</p>	<p>Explain how the school supports emotional and social development. This should include arrangements for listening to pupils' views as well as preventative strategies and supportive interventions. Explain what arrangements there are to prevent bullying. How does the school access specialist support services to support children's emotional and social development, including mental health and therapy services? What is school's policy on children with medical conditions. See Schools Medical Conditions guidance and Code of Practice Chapter 6.</p>
<p><b>6. What training have the staff, supporting children and young people with SEND, had or are having?</b></p>	<p>What expertise do we have in the school on SEND and at what level? This should include recent and future planned training and disability awareness</p>	<p>Give a picture of the school's overall level of expertise and approach to SEND. Is there a CPD plan in place to fill any current gaps in specialist support at the school level? What is the policy on the effective deployment of Learning Support?</p>

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<p><b>7. What specialist services and expertise are available at or accessed by the school?</b></p>	<p>Are there specialist staff working at the school and what are their qualifications? What other services does the school access, including health, therapy and social care services.</p>	<p>Explain the specialist expertise in the school. Explain the arrangements for triggering additional support in the school. Explain how the school works with support services, other agencies and voluntary sector organisations. Describe any specialist local resources which the school uses.</p>
<p><b>8. How will you help me to support my child's learning?</b></p>	<p>How will you explain to parents/carers how their child's learning is planned and how they can help support this outside of the school? Do you offer any parent training or learning events?</p>	<p>The Code says "schools must provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing." Parents must be informed that their child has SEN and they must be consulted in any decision about provision. It is expected that parents should be involved more widely. Explain any arrangements for parents' groups/consulting parents/involving them in developments in connection with SEN in the school.</p>
<p><b>9. How will I be involved in discussions about and planning for my child's education?</b></p>	<p>How and when will parents be involved in planning their child's education? How are parent/carers involved in the school more widely? What arrangements are there for consulting children and young people with SEND? Are pupils with SEND represented on the schools council/other pupil body?</p>	<p>As above. Explain how parents are involved at every stage. Also explain broader role of parents in the school SEN policy – parent role on governing body, role of SEN governor and how school has/will involve parents in SEN policy and practice. Explain how pupils are involved - including assessment, agreeing learning outcomes, reviews.</p>

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<b>10. How will my child be included in activities outside the classroom including school trips?</b>	How will you enable pupils with SEND to access all of the activities of the school and how will you assist them to do so? How do you involve parent/carers in planning activities and trips?)	School are required to ensure that children with SEN and Disability can participate in all aspects of the schools life and activities.
<b>11. How accessible is the school environment?</b>	Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing toilet facilities? How does the school communicate with parent carers whose first language is not English?	Schools should be able to provide a good level of access and equipment for the pupils in the schools and demonstrate their awareness of basic access needs or how these will be secured Relevant Policies: Auxiliary Aids requirements-Equality Commission guidance; Equality Act Access Plans
<b>12. Who can I contact for further information?</b>	Who would be the parents' first point of contact if they want to discuss something about their child? Who else has a role in the child's education? Are the details of the SENCO readily available? Who can parents talk to if they are unhappy? Is there a clear process in place to handle complaints?	Give the name and contact details of the SENCO. Schools need to ensure the SENCO is appropriately trained and supported. For more on the role of the SENCO is Code of Practice Chapter 6. Make sure parents know who they can contact if they have concerns. Schools need to have a clear process in place if a parent wishes to complain. Relevant policies: guidance on school governance and complaints, SEN policy and report to governors, Equality Act duties. Parent partnership and parent carers forums are also available to support parents.

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<b>13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</b>	What preparation will the school make before a child joins the setting? How will the school support the parent and the child when joining the school or transferring to the next setting? What information will be provided to the next school/setting? How will you support a new school to prepare for the child?	Explain the arrangements the school makes for supporting children and young people moving between phases of education and in preparing for adulthood. See Code of Practice Chapter 7/8 for transition to post 16 services. For early years and transition see Chapter 5.
<b>14. How are the school's resources allocated and matched to children's special educational needs?</b>	How is the school's special educational needs budget allocated?	See Chapter 6 of the Code for a description of the schools' funding arrangements and requirements for schools.
<b>15. How is the decision made about how much support my child will receive?</b>	Who will make the decision and on what basis? Who else will be involved? How will parents be involved in deciding how resources are used to support their child? How are young people involved?	Parents should be involved at all stages of the decision making process. See Code of Practice Code of Practice Chapter 1 and Chapter 6
<b>16. Where can I find out about the local authority's local offer of services and provision for children and young people with SEN?</b>	Where can parents access the Local Offer?	Ensure that parents are aware of the local offer and where it can be accessed. <a href="http://www.hertsdirect.org/localoffer">www.hertsdirect.org/localoffer</a> See Local Offer regs and guidance in the Code Chapter 4.