

## How are schools held to account for SEN provision?

National	<ul style="list-style-type: none"> <li>• Ofsted- Inspectors have a statutory duty to ‘consider the extent to which the education provided by the school meets the needs of pupils who have a disability for the purposes of the Equality Act 2010 and pupils who have special educational needs’.</li> <li>• Pupils with disabilities have protection under the Equalities Act 2010. Educational settings <b>must</b> make reasonable adjustments for disabled children and young people to help alleviate any substantial disadvantage they experience because of their disability, and they <b>must not</b> discriminate against or harass them.</li> <li>• Pupils with a statement / EHCP have the right of appeal to SENDIST</li> <li>• RAISE on line, the national data set, publishes specific information about the progress and attainment of pupils with SEN, broken down currently by SA, SA+ and statement (SEN support from the 2015-16 version)</li> <li>• Parents have the opportunity to state their views on Parentview. A pattern of negative comments can trigger enquiries or an early inspection</li> </ul>
Local Authority	<ul style="list-style-type: none"> <li>• All schools (including academies) are offered a termly visit from an LA adviser. Discussions will cover the progress of all groups and schools will be asked specifically about the progress of vulnerable groups including SEN</li> <li>• If a school is making poor provision, the LA may place the school in a category of support. Additional support will be given to help the school to be ‘good’ in Ofsted terms (see above) The LA could undertake an SEN or general review.</li> <li>• The LA holds regular multi-agency school forums where any concerns can be raised.</li> <li>• The LA keeps in close contact with SENCOs and TAs working with pupils with SEN. Training is provided through SENCO and TA networks, academies are welcome to attend. Close relationships are developed with the Lead Adviser SEND and the EDA for vulnerable learners (SEN) All new SENCOs are invited to an induction course which most attend. All SENCOs are signposted to national training for the national award- NASENCO.</li> <li>• <b>Financial statement Judith</b></li> <li>• From September 2014, the LA <b>must</b> make available to parents a ‘local offer’ which outlines what provision is available in Education, Health and Care for young people 0-25 with SEND. This will outline what parents and pupils can expect from schools.</li> </ul>
School	<ul style="list-style-type: none"> <li>• Schools <b>must</b> have regard to C of P</li> <li>• All schools <b>must</b> have an SEN governor. The role of this governor is to ensure that provision is good and</li> </ul>

	<p>that pupils with SEN make good progress. Training is available for SEN governors provided by the LA each year.</p> <ul style="list-style-type: none"><li>• The whole governing body is responsible for ratifying policies. Every school <b>must</b> have an SEN policy available for parents.</li><li>• 6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools <b>must</b> publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. 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 and <b>must</b> include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN 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 SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, 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 SEN 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 SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school 6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.</li><li>• 6.81 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and</li></ul>
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	<p>named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and <b>must</b> include information on where the local authority's Local Offer is published. (Code of Practice June 2014)</p> <ul style="list-style-type: none"> <li>• The SENCo should be part of the senior leadership team, and if they are not, the SLT <b>must</b> include a 'champion' for SEN.</li> <li>• As part of analysis of progress, the HT and senior leaders should always consider the progress of all pupils and any differences between the rates of progress of groups of pupils within the school. The school should set aspiration targets for all pupils including those with SEN. The SENCo should also be able to demonstrate good value for money through their analysis of the impact of intervention.</li> <li>• The SENCo and the governors should be aware of the budget for SEN and how much of this is being spent on EHCPs and how much on lower needs pupils with SEN. Only then can governors really hold the leadership to account.</li> <li>• The school can call on specialist services to give advice on meeting the needs of pupils with SEN. These services can also liaise with the lead adviser SEND, if they have any concerns.</li> </ul>
Pupils and parents	<ul style="list-style-type: none"> <li>• Most schools record the additional and different provision they make to meet the needs of pupils with SEN in the form of a provision map, or a range of provision maps. LA exemplar provision maps (attached) provide a framework for this. Most provision maps are general and do not relate to specific pupils. These should be made available on request and parents and pupils can use these to hold the school to account.</li> <li>• Parents and pupils <b>should</b> expect a termly meeting with teachers to discuss the progress the pupil is making and this can be another means of holding schools to account for the provision they are making.</li> <li>• Many schools use Individual Provision Maps to outline specific provision for pupils identified as having additional needs.</li> <li>• Parents of pupils who have an EHCP (or statement) will be invited to an annual review. 'Reviews <b>must</b> focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan and whether the outcomes remain appropriate. Reviews <b>must</b> be undertaken in partnership with the child and their parent or the young person, and <b>must</b> take account of their views, wishes and feelings. Reviews <b>must</b> be undertaken in full consultation with the school or other institution attended by the child or young person' (draft CoP 2013)</li> <li>• Pupils and parents have a right of appeal to SENDIST if they disagree with the EHCP or a refusal to assess.</li> <li>• If parents have queries about the use of the SEN budget, they should first direct this to the head teacher.</li> </ul>

	They also have the right to make an enquiry to the governing body.
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Where the text uses the word **must** this refers to a statutory requirement under primary legislation or regulations.

Where the text uses the word **should** it refers to best practice contained in the draft Code of Practice due to become statutory in 2014.

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