



SEN Information Report (SIR) Best Practice Guide

Introduction

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about how they put into practice their policy for pupils with special educational needs (SEN). The SEN Information Report (SIR) should be updated annually and any changes that occur during the year should be updated as soon as possible to reflect how the setting implements its SEND Policy.

The information required in the SIR is set out in the Special Educational Needs and Disability Regulations (2014).

A SIR should help children, young people and their families understand the support and provision available to children and young people with special educational needs and/or disability (SEND). SIRs should therefore be easy to read, family-friendly documents.

This SEN Information Report (SIR) Best Practice Guide is based on Schedule 1 (Regulation 51) of the Special Educational Needs and Disability Regulations (2014) and supports educational settings to check the quality of their SIR against these Regulations and what Norfolk County Council promotes as best practice.

We encourage early years providers, colleges, special, independent and alternative providers (who do not fall under the same requirement as maintained schools), to also publish a SIR on their websites.

The SIR Best Practice Guide has been redeveloped for 2021 in co-production with Family Voice Norfolk, Norfolk SEND Partnership and the Virtual School for SEND. It sets out the law relating to SIRs alongside an agreement about what best practice looks like.

The accompanying online [SEN Information Report \(SIR\) Audit Tool](#) which is based on this guide should be used when auditing SIRs.

How to use this guide

This guide is laid out in the same way as the online SIR Audit Tool. It can be used for reference and as a template audit for when you are reviewing your SIR.

The review of a SIR is likely to take about an hour to complete. Please give yourself enough time and save the online form regularly, particularly if you must step away, to ensure you do not lose your work.

The word 'school' should be taken as meaning any setting, which includes early years providers, all schools (including academies, special, independent and alternative providers) and colleges, and the word 'pupil' should be taken as meaning any learner.

Both the guide and audit tool state each clause from Schedule 1 (Regulation 51) of the Special Educational Needs and Disability Regulations (2014) and the information that must be included in the SIR. Following the clause are examples of what could be used to help a setting fulfil this clause. ***The audit is completed by ticking all statements that apply to the SEN Information Report that you are reviewing.***



If you are completing an audit about a SIR published by special school, disregard clauses 2, 3f and 4 as these are not relevant to this type of setting.

There is space after each clause to make comments. If a setting has provided sufficient evidence to meet the clause in a different way than described in the supporting statements, you must give details about 'how' in the comment box.

Different approaches to auditing a SEN Information Report

Your SIR could be audited in different ways. Here are some examples:

- Peer to peer: SENDCOs agree to review and give feedback on each other's SIR
- Partnership: review your SIR alongside another SENDCO, with colleagues and/or parents/carers to gain feedback about how you can improve your SIR
- LA quality audit: your SIR is randomly selected to be reviewed as part of the annual quality audit of SIRs.

Making your SEN Information Report accessible to all

The SIR needs to be compliant with the law but it is also an opportunity to give children, young people and their families an insight into the ethos, values and culture of your setting.

The use of images/audio (photographs, pictures, diagrams, charts, video, one-page easy-read summaries) is encouraged. Images help to make your SIR easier to read and understand.

The SIR should be written in simple, accessible English.

The SIR should be dated to show that it has been reviewed at least annually. The month and year when it was last updated must be published on the report.

Ensuring your SEN Information Report is up to date

It is best practice to involve pupils with SEND and their parent carers in the review of your SIR.



Norfolk County Council SIR Audit Tool

Lead Auditor's details

Parent/Carer Professional

Name: Click or tap here to enter text.

Additional Auditor's details

Parent/Carer Professional

Name: Click or tap here to enter text.

School details

What is the setting?

- Mainstream school or college Complex needs school or specialist provider
 Early Year Provider Alternative Provision (AP)

DfE Number and School/Academy Number

Click or tap here to enter text.

SENDCo details

Name: Click or tap here to enter text.

Email address: Click or tap here to enter text.

SEN Information Report

SIR published date: Click or tap here to enter text.

Date of audit: Click or tap here to enter text.



Special Education Needs and Disabilities Legislation (Regulation 51)

Tick all statements that apply to the SEN Information Report that you are reviewing.

Clause 1: The kinds of special educational needs for which provision is made at the school

- There is information about the proportion or percentage of pupils within your school in each of the four broad categories of need (Cognition and learning, Communication and interaction, Social, emotional, mental health, Physical and/or sensory)
- There is a sentence that makes it clear that this data only gives the proportion or percentage of pupils within each primary need
- It is also clear that pupils may also have secondary needs that are not represented in this data
- It is not possible to personally identify any pupils from the data in the report
- Data is represented visually (pie-chart, graphs)

Comment box

Click or tap here to enter text.

- Is there sufficient evidence to conclude that this clause has been met?**

Clause 2: Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs

There is a hyperlink or signposting to:

- The setting's SEND policy
- The setting's accessibility plan
- The setting's safeguarding policy and procedures
- The setting's behaviour policy
- The setting's complaints procedure statement
- Information about how the setting supports pupils with medical conditions
- Information about the setting's admission arrangements
- Equality information and objectives (public sector equality duty) statement

Comment box

Click or tap here to enter text.



Is there sufficient evidence to conclude that this clause has been met?

Clause 3: Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including:

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

- There is a hyperlink or signposting to the provision map
- There is an explanation of how progress in different areas is measured and assessed using initial assessment

There is information about:

- How often pupils are assessed
- How assessment feeds into pupil reports and pupil progress review meetings
- How interventions are used to help pupils who need additional support to make progress
- The evaluation cycle (how outcomes are evaluated and impact is measured) to inform the development of provision mapping
- How RAISE online and school data is used to measure and assess progress of pupils with SEND
- How data is used to evaluate how well the school supports the progress of pupils with SEND in comparison to other schools (locally and nationally) and how this is used to improve future provision

Comment box

Click or tap here to enter text.

Is there sufficient evidence to conclude that this clause has been met?

3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

- There is an explanation of SEN Support (the graduated approach – assess, plan, do, review)
- There is an explanation of when it would be appropriate to request an EHC needs assessment
- There is information about how pupils with SEND and their families are involved in the review of SEN Support and EHC Plans



Comment box

Click or tap here to enter text.

Is there sufficient evidence to conclude that this clause has been met?

3c. The school's approach to teaching pupils with special educational needs.

There is information about:

- How lessons are planned, structured, delivered and differentiated
- How instructions are given and differentiated
- How pupils are clear what is expected
- How understanding is checked
- How pupils are grouped
- How engagement with learning is supported
- How lesson/activity transitions are supported (e.g. visual timetables, time to transition, predictable starts and ends to sessions etc)

Comment box

Click or tap here to enter text.

Is there sufficient evidence to conclude that this clause has been met?

3d. How the school adapts the curriculum and learning environment for pupils with special educational needs

There is information about:

- How written information is made more accessible (e.g. coloured paper, large text, symbols, audio, Braille)
- How the curriculum is adapted (e.g. changes to teaching and learning arrangements, classroom organisation, timetabling, support, class sizes, exam access arrangements)
- How technology is used to help make the curriculum more accessible (e.g. SEND specific software, laptops/tablets, easy-to-use keyboards, text-to-speech software, software that connects words with pictures or symbols, touch-screen computers, joysticks and tracker balls, Braille-translation software and hearing loop technology)
- How the curriculum is adapted or made available to pupils who have ongoing medical or health needs (e.g. curriculum plans or schemes of work set out how learning is accessible)



to all – lessons are adapted, learning is revisited and what arrangements are in place when pupils are unable to attend)

- How the physical environment is adapted to meet the needs of pupils with SEND (e.g. seating arrangements, transition between lessons, signage, ramps, accessible and adapted toilets, lighting, walkways, classrooms, quiet spaces)

Comment box

Click or tap here to enter text.

- Is there sufficient evidence to conclude that this clause has been met?**

3e. Additional support for learning that is available to pupils with special educational needs

There are examples of:

- Interventions used to support cognition and learning
- Interventions used to support communication and interaction
- Interventions used to support social, emotional and mental health
- Interventions used to support physical and/or sensory
- Interventions used to support special educational needs (SEN) with English as an additional language (EAL)

Comment box

Click or tap here to enter text.

- Is there sufficient evidence to conclude that this clause has been met?**

3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs

There is information about how the following are used to make sure that pupils with SEND can engage in all activities (learning and extra-curricular) in the school:

- Support (e.g. peer support, teaching support, strategies for independence)
- Therapies (e.g. physiotherapy, speech and language therapy, occupational therapy)
- Specialist equipment (e.g. hoist, sensory aids, communication aids, movement aids, assistive technology, sport and playground equipment)



Physical environment (e.g. quiet areas, low stimulation areas, well-lit areas, ramps, doorways, clear corridors, non-slip flooring, toilets, handrails, changing facilities, lighting, classrooms, clear and tactile signage, edge of steps/ramps highlighted, natural light controllable with vertical blinds, use of contrasting colours)

Comment box

Click or tap here to enter text.

Is there sufficient evidence to conclude that this clause has been met?

3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs

There is information about:

The ethos and culture of the setting (e.g. celebrating difference, nurture, positive relationships, fostering independence, personal responsibility, reasonable adjustments to policies in line with the Equality Act 2014)

How pastoral care is organised and what is offered (e.g. a mental health champion, counsellor, peer support, nurture groups)

Whole school approaches and/or interventions for developing emotional literacy

Teaching and practice of relaxation techniques (e.g. mindfulness, yoga)

Access to expert advice and support (e.g. counsellor, doctor, nurse)

Comment box

Click or tap here to enter text.

Is there sufficient evidence to conclude that this clause has been met?

Clause 4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN(D) Co-ordinator

The name of the SEND Co-ordinator is given

The contact details for the SEND Co-ordinator are given (e.g. telephone, email, working days)

Comment box

Click or tap here to enter text.

Is there sufficient evidence to conclude that this clause has been met?



Clause 5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

There is information about:

- The qualifications held by the SEND Co-ordinator
- The specialist SEND training undertaken by teachers and teaching assistants
- Recent whole school training on any area(s) of SEND
- Forthcoming planned and secured training
- People commissioned to provide specialist expertise within the school
- The organisations who provided/delivered training and date(s)

Comment box

Click or tap here to enter text.

- Is there sufficient evidence to conclude that this clause has been met?**

Clause 6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

There is information about:

- How SEND funding in the last academic year has been used (e.g. costed provision map)
- How SEND funding in the current academic year is being spent
- How the school used any 'top-up' (Element 3) funding received through application to the local authority in the last academic year
- There is a hyperlink to Budget Share Tracker

Comment box

Click or tap here to enter text.

- Is there sufficient evidence to conclude that this clause has been met?**

Clause 7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child



There is information about:

- How parent carers can communicate with the SEND Co-ordinator/teachers on a day-to-day basis
- How parent carers of children with SEND are supported to give their views and participate (e.g. review meetings, parents' evenings, SEND meetings, questionnaires, home-school contact book, online resources and Apps, being a parent governor)
- How parent carers views are used to inform the review and development of the school offer and policies

Comment box

Click or tap here to enter text.

Is there sufficient evidence to conclude that this clause has been met?

Clause 8. The arrangements for consulting young people with SEN about, and involving them in, their education

There is information about:

- How pupils with SEND are supported to participate, understand and give views (e.g. questionnaires, surveys, school council)
- How pupils with SEND are made aware of and supported to access opportunities to participate outside school (e.g. SEND Youth Forum, SEND specific clubs and activities run by outside organisations)
- How pupils with SEND are supported to give their views and be involved in making decisions about their support (e.g. before and during SEN Support review meetings, before and during EHC Plan annual review meetings, using online resources and Apps)

Comment box

Click or tap here to enter text.

Is there sufficient evidence to conclude that this clause has been met?

Clause 9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

There is information about:



- What parent carers should do if they are not happy with the provision made available to their child
- How to make a formal complaint to the school
- What support is available to help a parent carer make a formal complaint to the school

Comment box

Click or tap here to enter text.

- Is there sufficient evidence to conclude that this clause has been met?**

Clause 10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

There is information about services used, including when and how they might be involved:

- Education services (e.g. Virtual School SEND, Virtual School Sensory Support, Virtual School Looked After Children, Educational Psychology Specialist Support, Inclusion Team, School 2 School Support Service, Dyslexia Outreach Service, Specialist Resource Base outreach services)
- Health services (e.g. Just One Norfolk, Just One Number, Speech and Language Therapy Service, Occupational Therapy, mental health services)
- Social care services (e.g. Short Breaks, Early Help, Early Childhood and Family Support Service, Family Support Process)
- Third sector services (e.g. Benjamin Foundation, Mancroft Advice Project, Carers Matter, youth services)

Comment box

Click or tap here to enter text.

- Is there sufficient evidence to conclude that this clause has been met?**

Clause 11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32

There is information about the Norfolk SEND Information, Advice and Support Service (IASS) including:



There is information about services used, including when and how they might be involved:

- A brief description of the service and who it is for
- Telephone number
- Email address
- Website

Comment box

Click or tap here to enter text.

Is there sufficient evidence to conclude that this clause has been met?

Clause 12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living

There is information about:

- When and how you start planning the support for the transition of pupils and who is involved (e.g. giving information to families)
- How reviews are person-centred
- How and when you gain permission to transfer information to/from your school
- How you find out more about pupils joining your school
- How you support new pupils to get to know your school
- How all staff gain an understanding of the needs of new pupils (e.g. pupil one-page profiles)
- How you communicate and build a relationship with new parent carers
- How you support pupils to think about the future, future goals and adult life (e.g. future work, future education or training, being part of the community, independent living, health)
- How you support pupils to settle into their new school/college/university/employment
- How you review your transition processes and check that they work (e.g. gain views from pupils, parent carers and settings)

Comment box

Click or tap here to enter text.

Is there sufficient evidence to conclude that this clause has been met?



Clause 13. Information on where the local authority's local offer is published

There is information about the SEND Local Offer including:

- A brief description of the website and who it is for
- A hyperlink to the website

Comment box

Click or tap here to enter text.

Is there sufficient evidence to conclude that this clause has been met?

Additional Comments

The SEN Information Report is:

- Friendly (e.g. photos, pictures, tone)
- Helpful (e.g. easy to navigate)
- Accessible (e.g. difficult words are explained where they appear, any acronyms are explained, works with a screen reader)
- Dated (e.g. month and year last reviewed)

Comment box

Click or tap here to enter text.

Useful Links

[Read the Special Educational Needs and Disability Regulations 2014](#)

[Read the SEND Code of Practice 2015](#)

[Find out more about Norfolk's SEND local offer](#)

[Understand the DfE Statutory policies for schools and the advice on policies and documents that governing bodies and proprietors of school are required to have by law](#)

[Access the Budget Share Tracker](#)

[Read about what provision is expected at SEN Support \(PEaSS\)](#)

[Find out about the Identification of Needs Descriptors in Educational Settings \(INDES\) and Inclusion and Provision Self Evaluation Framework \(IPSEF\)](#)

[Help for when things go wrong with SEN provision](#)

[Explore the SEND Information and Advice Support Service \(SENDIASS\)](#)

[Resources to help with transition](#)