SEND Information Report Audit Tool

This document can be used by schools to audit the information contained in their SEND information report (SIR). **It is recommended that schools involve governors, parents and pupils in this process**. Please note that a school’s SIR should be **updated annually**,and the month and date of the review should be included on the front page. Any changes that occur during the academic year should be updated as soon as possible.

This document has been designed in line with [The Special Educational Needs and Disability Regulations 2014 (legislation.gov.uk)](https://www.legislation.gov.uk/uksi/2014/1530/schedules/made)

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| --- | --- | --- |
| **Name of School:** | **Name of Reviewer and role:** | **Date of Review:** |

# Part 1: Is the SEND Information Report up to date?

1. Has the SIR been reviewed in the last year and is the month and year the next review is due listed? Yes / No (please circle)
2. Date of next review  
   Month:   
   Year:

# Part 2: How well does the School Information Report (SIR) meet the statutory requirements set out in The Special Educational Needs and Disability Regulations?

| **Does the SIR meet the statutory requirement?** | **Yes/No** | **Comment** | **Next Steps** |
| --- | --- | --- | --- |
| 1. The SIR explains the different kinds of special educational needs the school makes provisions for. |  |  |  |
| 1. There is information around how a school identifies and assess pupils with special educational needs. |  |  |  |
| 1. Information about the school’s policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including: | *Not applicable* | *Not applicable* | *Not applicable* |
| 1. how the school evaluates the effectiveness of its provision for such pupils |  |  |  |
| 1. the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs |  |  |  |
| 1. the school’s approach to teaching pupils with special educational needs |  |  |  |
| 1. how the school adapts the curriculum and learning environment for pupils with special educational needs |  |  |  |
| 1. additional support for learning that is available to pupils with special educational needs |  |  |  |
| 1. 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 |  |  |  |
| 1. support that is available for improving the emotional, mental and social development of pupils with special educational needs |  |  |  |
| 1. The name and contact details of the SENCo are included. |  |  |  |
| 1. 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. This includes the qualifications held by the SENCo. |  |  |  |
| 1. Information about how equipment and facilities to support children and young people with special educational needs will be secured. This includes a broad overview of how SEND funding has been spent in the last academic year and how it will be spent and how the school accesses additional funding through element 3 top up funding applications. |  |  |  |
| 1. The arrangements for consulting with parents about the arrangements in place for supporting their child, both on a day-to-day basis and through more formal meetings. |  |  |  |
| 1. The arrangements for consulting young people with special educational needs to ensure they are aware of the support being provided to them by the school and that they are able to express their views in relation to this. |  |  |  |
| 1. How a parent can make a complaint if they feel unhappy with the support their child is receiving for their special educational needs and how the school deals with any complaints. |  |  |  |
| 1. Which external agencies the school may involve in assessing and supporting pupils with special educational needs and the referral process. This includes information on Education, health and social care services. |  |  |  |
| 1. 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. |  |  |  |
| 1. 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. |  |  |  |
| 1. Information on where the local authority’s local offer is published including a brief description of what this is and a hyperlink for parents to follow. |  |  |  |

**Part 3: How accessible is the SEND information Report (SIR) for parents?**

Evaluation rating 1 – 4 (with 1 being the lowest rating and 4 being the highest)

| **How accessible is the SIR for parents?** | **Evaluation**  **(1 – 4)** | **Comment** | **Next Steps** |
| --- | --- | --- | --- |
| Have parents been involved in the development of the SIR? |  |  |  |
| Have pupils been involved in the development of the SIR? |  |  |  |
| Have staff been involved in the development of the SIR? |  |  |  |
| Have governor been involved in the development of the SIR? |  |  |  |
| How easy is it to find the SIR on the school’s website? |  |  |  |
| Is there an option to download a copy or a statement saying it is available from the school office? |  |  |  |
| Is the language used in the SIR straightforward, and any technical language explained clearly? |  |  |  |