

# Policies and Information

## What is the SEN policy?

The **SEN Policy** is the most important document that a school develops when determining how they will meet the **special educational needs** of pupils. It must reflect the statutory requirements and the actual practice of the school.

[An example of a school's Special Educational Needs Policy:](#)

[www.lancsngfl.ac.uk > projects > sen > getfile > SEN+policy+for+website+2...](http://www.lancsngfl.ac.uk/projects/sen/getfile/SEN+policy+for+website+2...)

and another example:



example SEN  
policy.docx

## What does SEN provision mean?

Special educational **provision** is **provision** that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with **SEN** or disabilities to access the National Curriculum at school or to study at college.

## What is SEN support?

**SEN Support** is the process schools and other settings use to identify and meet the needs of children with **SEN**. They should alter **support** where necessary. This used to be called Early Years/School Action and Early Years/School Action Plus.

## School information report

In addition to the policy, all schools should have completed their 'school information report, and ensured it is linked to Hampshire's local offer page. This information needs to be updated on an annual basis.

The Information Report must include information for identifying, assessing and making provision for pupils with SEN and for the admission of disabled pupils.

The requirements are set out in legislation (the Special Educational Needs and Disability Regulations 2014)

Your SEN Information Report should contain everything stakeholders would want to know in terms of SEN identification, provision and support. It must include:

- Details of and links to your area Local Offer(s). Remember that if you work with more than one local authority, then you need to have links to all of the Local Offers for those authorities.
- In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO. Best practice would be to also include the same details for your headteacher and your SEND governor, as well as how parents can make a complaint or raise a concern.
- Information about the expertise and training of staff in relation to children and young people with SEN and about how specialist expertise will be secured.
- How you make provision for pupils with SEN, whether or not they have Education, Health and Care Plans (EHCPs).
- What interventions you have implemented and their impact.
- The additional learning opportunities for pupils with SEN.
- Your procedures, if you are a mainstream school or nursery, for the identification and assessment of pupils with SEN.
- Your approach to teaching pupils who have SEN.
- How you adapt the curriculum and the learning environment for those who have SEN.
- How the school enables pupils with SEN to engage in the activities of the school (including physical activities) together with children who do not have SEN.
- Details of the support that is available for improving the social, emotional and mental health and development of pupils with SEN.
- How you involve pupils and their parents in decision-making.
- How you evaluate the effectiveness of your provision, including securing feedback and the views of pupils and their parents.

## HIAS SEN Team

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