

SEND Information Report

2026–2027

How Seva School implements its SEND Policy

Report owner	SENCO
Reviewed	September 2026
Approved by	Full Board
Version	2.0
Next scheduled review	September 2027
In-year updates	Made promptly when material information changes

Accessibility and alternative formats

This report is intended to be clear and accessible. A paper copy or an alternative format can be requested free of charge from the school office. Families may contact the SENCO if they would like help understanding any part of the report.

Contents

Important

This report describes the school's current SEND arrangements. It should be read alongside the SEND Policy, Accessibility Plan, Admissions Policy, Supporting Pupils with Medical Conditions Policy, Child Protection and Safeguarding Policy and Complaints Procedure.

Key contacts

Role	Name	Contact
SENCO	Mrs C Bosworth	c.bosworth@seva.coventry.sch.uk 024 7798 7619
Head of Inclusion	Mr Mandip Singh	Via the school office
Principal	Mrs S Sanghera	school.office@seva.coventry.sch.uk 024 7798 7619
Trustee with responsibility for SEND	Mr Noel Melvin	Via the school office

In the SENCO's absence, operational responsibility for SEND is held by the Head of Inclusion.

1. Purpose of this report

This report explains how Seva School implements its SEND Policy in day-to-day practice. It is written for pupils, parents and carers, staff and other professionals. It describes how the school identifies special educational needs, provides support, reviews impact, involves families and pupils, promotes inclusion and works with other services.

The report is reviewed at least annually and updated during the year when material information changes. It does not replace an individual pupil's SEND Support and Review Plan, EHC plan, medical plan, risk assessment or reasonable-adjustment record.

About Seva School

Seva School is a mainstream Sikh faith school for pupils aged 4 to 16. The school is committed to high expectations, inclusion and the participation of pupils with SEND in the academic, spiritual, cultural and wider life of the school.

The school has a SEND Base. This is an on-site space used flexibly for planned, targeted support according to assessed need. It may support intervention, assessment, regulation, supported learning, transition or reintegration. Use of the SEND Base is planned and reviewed and does not replace a pupil's entitlement to inclusive classroom teaching and an ambitious, broad and balanced curriculum. The SEND Base is not described as a separately designated specialist resource provision.

Some pupils speak English as an additional language. This is not, by itself, a special educational need. Staff consider language development, prior education, attendance, health, disadvantage, safeguarding information and response to appropriate teaching when assessing whether a pupil may also have SEN.

2. What SEND means

A pupil has special educational needs (SEN) where they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability where they have a significantly greater difficulty in learning than most others of the same age, or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils of the same age.

Under the Equality Act 2010, disability means a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. SEN and disability overlap, but a disabled pupil does not necessarily have SEN and a pupil with SEN is not necessarily disabled.

No diagnosis is required before support is considered

Support is based on identified barriers and needs. A pupil does not need a formal diagnosis before appropriate classroom support, ordinarily available provision or reasonable adjustments are considered.

3. The kinds of SEN for which the school provides

The school plans provision across the four broad areas of need in the SEND Code of Practice. These areas help assessment and planning but do not define a pupil, and a pupil may have needs across more than one area.

- **Communication and interaction:** for example, speech, language and communication needs or differences in social communication and interaction.
- **Cognition and learning:** for example, difficulties with literacy, numeracy, memory, processing, attention or general learning.
- **Social, emotional and mental health:** for example, needs affecting emotional regulation, relationships, wellbeing, engagement or readiness to learn.
- **Sensory and/or physical needs:** for example, hearing, vision, physical, motor, sensory-processing or medical needs that affect access to education.

The school considers the individual pupil's strengths, aspirations, communication preferences, sensory profile, barriers, progress and circumstances rather than relying solely on a label or diagnosis.

Low attainment, limited prior education, English as an additional language, disadvantage, poor attendance, trauma, bereavement, behaviour or a medical condition are not automatically SEN. More than one factor may be present and different support pathways may operate together.

4. If you think your child may have SEND

Parents and carers should usually speak first to the class teacher in primary or the form tutor or relevant subject teacher in secondary. They may also contact the SENCO directly. Pupils can raise concerns with a trusted member of staff, their teacher, form tutor, pastoral staff or the SENCO.

1. **Share the concern.** Explain what is happening, when it occurs, what helps and what the pupil says or experiences.

2. **Initial review.** The teacher considers assessment information, work, attendance, prior education, language development, health or medical information, safeguarding information and response to high-quality teaching.
3. **Agree immediate support.** Appropriate teaching adaptations, reasonable adjustments and safeguarding action are not delayed while evidence is gathered.
4. **Gather evidence.** Where concerns remain, staff gather proportionate evidence across relevant lessons, settings and times.
5. **SENCO review.** The SENCO considers the evidence with the pupil, parents or carers and relevant staff and decides the appropriate next steps collaboratively.
6. **Record and review.** Actions, responsibilities, intended outcomes and a review date are recorded and shared.

Possible next steps include continuing ordinarily available provision, enhanced monitoring, identifying SEN and beginning SEN Support, seeking specialist advice, or following another appropriate route such as medical, attendance, pastoral or safeguarding support.

The school does not use a fixed waiting period before responding to need. It will not require a pupil to complete a predetermined number of intervention cycles before an EHC needs assessment is considered where needs are significant, complex, rapidly changing or unlikely to be met through ordinarily available resources.

5. How needs are identified and assessed

Identification is continuous throughout a pupil's time at Seva School. Evidence may include:

- information from pupils, parents or carers and previous settings;
- teacher assessment, work samples and curriculum-based assessment;
- progress from the pupil's starting point and comparison with the pupil's previous rate of progress;
- attendance, participation, behaviour and pastoral information considered in context;
- observation across subjects, routines and less-structured times;
- language and communication development across contexts;
- medical, sensory or physical information where relevant;
- the impact of teaching adaptations, reasonable adjustments and intervention; and
- advice from relevant professionals, where obtained.

Progress that is slower than expected does not automatically mean that a pupil has SEN. Staff consider whether progress is significantly slower than that of peers from a similar starting point, does not match or improve on the pupil's previous rate, fails to close attainment gaps or results in widening gaps.

Recording SEN

A pupil is placed on the SEND register where assessment indicates that special educational provision additional to, or different from, the school's ordinarily available provision is required. Parents or carers are informed and their views are recorded. The school seeks agreement, but its duty to identify and meet need does not depend on a diagnosis.

The SEND register is reviewed by the SENCO at least termly. A pupil may move to monitoring when agreed outcomes have been substantially achieved and progress is sustained without additional or different provision. Removal follows review, consultation and a recorded period of monitoring. Reasonable adjustments may continue if the pupil remains disabled under the Equality Act 2010.

6. The graduated approach: Assess, Plan, Do, Review

For pupils receiving SEN Support, the school uses the graduated approach. It is a continuing cycle rather than a set of hurdles.

ASSESS	PLAN	DO	REVIEW
Build a shared understanding of strengths, needs, barriers, starting points and previous support.	Agree priority outcomes, provision, adjustments, responsible staff, frequency, duration, success measures and review date.	Teachers remain responsible. Agreed provision is delivered, linked to classroom learning and recorded.	Consider progress, delivery, pupil and parent views and next steps. Continue, adapt, intensify, seek advice or step down support.

Pupils receiving SEN Support will normally have a SEND Support and Review Plan. It records strengths and aspirations, pupil and parent or carer views, barriers, baseline information, outcomes, provision, reasonable adjustments, responsible staff, success measures, review date, impact and next steps.

Plans are normally reviewed termly and sooner where needs, safety, attendance, provision or circumstances change. Where support has not had the expected impact, the school checks whether it was delivered as planned, reviews the assessment and implementation, seeks pupil and family views, adjusts provision and considers specialist advice.

7. Teaching, curriculum access and reasonable adjustments

High-quality teaching and ordinarily available provision

The starting point is high-quality, adaptive teaching. Depending on need, this may include:

- clear routines and explicit instruction;
- modelling, worked examples and checking for understanding;
- tasks broken into manageable steps and appropriate processing time;
- visual supports, task checklists and advance warning of change;
- pre-teaching, retrieval practice and explicit vocabulary teaching;
- flexible methods of recording and accessible learning resources;
- adjustments to seating, lighting, noise, presentation or classroom position;
- planned movement, sensory or regulation support; and
- assistive technology or specialist equipment where appropriate.

Teachers remain responsible and accountable for the progress of every pupil, including where a learning support assistant or specialist contributes. Support is planned to promote thinking, participation and independence and to avoid unnecessary dependency.

Reasonable adjustments

A pupil does not have to be on the SEND register to receive a reasonable adjustment. Adjustments are identified in response to a barrier, recorded in the appropriate plan or passport, communicated securely to relevant staff and reviewed for impact.

Examples may include additional processing time, a visual timetable, adapted resources, an alternative method of recording, a regulation pass, planned sensory or movement breaks, access to a

quieter space, adjusted transitions around the site, adapted homework or reasonable changes to behaviour procedures where disability is relevant.

8. The SEND Base and targeted provision

The SEND Base

The SEND Base provides a dedicated environment in which planned support and reasonable adjustments can be delivered according to assessed need. Access may include time-limited individual or small-group work, assessment, communication or study support, emotional regulation, supported transition or carefully planned reintegration.

Access is agreed through the school's graduated approach and is based on the pupil's needs, intended outcomes, suitability, staffing and evidence of impact. It is not allocated solely because of a diagnosis, EHC plan or SEND-register entry. Use is recorded and reviewed so that pupils remain connected to classroom teaching and do not develop avoidable curriculum gaps.

Examples of targeted provision

Where assessment identifies a need beyond ordinarily available provision, support may include:

- **Literacy and language:** structured reading, phonics where appropriate, fluency, comprehension, spelling, writing, vocabulary, pre-teaching or speech-and-language-informed activities.
- **Mathematics:** targeted number fluency, arithmetic, multiplication, mathematical vocabulary, concrete and visual approaches or revisiting key concepts.
- **Communication and interaction:** visual communication support, structured social communication activities, supported interaction or individual communication strategies.
- **Fine-motor, physical and sensory access:** fine-motor activities, adapted equipment, movement or sensory support and strategies informed by relevant professional advice.
- **Social, emotional and mental health:** trusted-adult check-ins, emotional literacy or regulation work, mentoring, supported transitions, access to a quieter space or structured support at social times.
- **Classroom and study support:** pupil passports, task organisation, scaffolded practice, study skills, examination preparation or assistive technology.

Provision is selected according to need and is not guaranteed by inclusion in this list. Referral to an external service depends on consent where required, referral criteria, professional judgement and service availability.

9. How progress and the effectiveness of provision are reviewed

The school evaluates both individual provision and the effectiveness of its wider SEND arrangements.

For an individual pupil

- progress towards agreed outcomes and from the pupil's starting point;
- work, assessment information and curriculum access;
- attendance, engagement, participation and independence;
- pupil and parent or carer views;
- whether provision was delivered with the planned frequency and duration;
- whether reasonable adjustments reduced the identified barrier; and
- relevant professional advice and changes in need or circumstances.

Across the school

The SENCO and Head of Inclusion review information including the SEND register, support plans, provision records, attendance, behaviour, suspensions, achievement, participation, training, pupil and parent feedback and evidence from quality-assurance activity. Leaders may use learning walks, lesson visits, work scrutiny, pupil discussions, review of passports and follow-up checks after training.

Findings are used to address inconsistency, improve provision, identify staff-development priorities and inform school improvement. Trustees receive appropriately anonymised or aggregated information for strategic scrutiny; they do not manage individual cases.

10. Working with parents and carers

The school aims to work openly and respectfully with families. Parents and carers know their child well and their information is important to assessment, planning and review.

- Concerns are discussed at an early stage rather than waiting for a formal diagnosis.
- Where SEN Support is provided, outcomes, provision, responsibilities and review dates are agreed and recorded.
- Formal SEN Support reviews normally take place termly, with additional contact where needs or circumstances change.
- Parents receive the agreed record or a clear written summary of decisions and next steps.
- Parents of pupils with EHC plans are involved in annual reviews and discussions about implementation of the plan.
- Interpreting, accessible information or other communication arrangements will be considered where needed.
- Consent is sought before referrals where consent is required.

Parents can contact the class teacher, form tutor, relevant subject teacher or SENCO at any point if provision is unclear, circumstances change or they are concerned that agreed support is not being delivered.

11. Involving pupils in decisions

Pupil voice is gathered in a way that is accessible and appropriate to the pupil's age, development and communication. This may include direct conversation, a one-page profile, visual choices, observation, supported communication or discussion with a familiar adult.

Records should capture what matters to the pupil, strengths and interests, barriers experienced, communication preferences, helpful strategies, aspirations and views about support. Pupils are involved in setting and reviewing outcomes wherever possible and are prepared for review meetings in a way that enables meaningful participation.

12. Participation in school life, wellbeing and safeguarding

Inclusion in activities

Pupils with SEND are supported to participate in lessons, worship, assemblies, educational visits, clubs, enrichment, careers activity and the wider life of the school alongside their peers. Planning considers accessibility, reasonable adjustments, communication, staffing, risk assessment and financial barriers so that pupils are not excluded unnecessarily.

Social, emotional and mental-health support

Support may include pastoral contact, a trusted adult, structured check-ins, peer or friendship support, regulation strategies, support at less-structured times and referral to an appropriate service. Support is based on assessed need and reviewed for impact.

Bullying and safeguarding

Pupils with SEND may face additional safeguarding risks and barriers to reporting concerns. Staff are alert to changes in behaviour, attendance or presentation, communication difficulties, peer isolation, prejudice-based bullying, online risks and the danger of attributing possible signs of harm to a pupil's disability or condition without further exploration.

Bullying, safeguarding and child-protection concerns are acted on under the relevant school policies. Safeguarding action is never delayed while SEND evidence is collected. The Designated Safeguarding Lead and SENCO work together where appropriate, and teaching about safety, relationships and online risk is adapted to pupils' needs.

13. Attendance, medical needs and emotionally based barriers

The school considers attendance concerns alongside SEND, medical, pastoral and safeguarding information. Staff seek to understand barriers rather than assume that a pupil or family is unwilling to attend. Support may include a trusted adult, adjusted arrival, environmental changes, a quiet space, support at unstructured times, an attendance support plan or a planned reintegration programme.

A temporary part-time timetable is considered only in very exceptional circumstances where it is in the pupil's best interests. It is not used to manage behaviour. Any arrangement has clear objectives, a proposed end date, parental agreement, appropriate attendance coding, regular review and a plan to return to suitable full-time education. The local authority is consulted or notified where required, including as appropriate where a pupil has an EHC plan.

Where a pupil also has a medical condition, SEND provision is coordinated with the pupil's individual healthcare plan and EHC plan, where applicable. The school follows its Supporting Pupils with Medical Conditions Policy.

14. Transitions and preparation for adulthood

Transition planning is matched to need and may include additional visits, visual information, familiarisation with key adults and spaces, transition passports, sharing effective strategies, meetings between settings and early involvement of relevant professionals.

Typical transition points

- **Starting Seva School:** information is gathered from the family, previous setting and relevant professionals. Reasonable adjustments and immediate support are planned before or as soon as the pupil starts.
- **Moving class, year group or key stage:** staff share current plans, strengths, needs, effective strategies, risk information and pupil views securely. Additional familiarisation is arranged where appropriate.
- **Moving to another school:** the school liaises with the receiving SENCO or inclusion lead and shares relevant records securely. Visits or joint meetings may be arranged.
- **Moving to post-16 education or training:** planning includes course or placement requirements, independence, travel, health, social participation, careers guidance and the support needed in the receiving setting.

For pupils with EHC plans, reviews are planned in sufficient time for phase transfer. From Year 9 onwards, annual reviews include a focus on preparation for adulthood. This may cover further education, training or employment, independent living, good health, friendships, relationships and participation in the community.

Pupils receive independent careers guidance from Year 8 onwards, with additional support for transition where required.

15. Examination access arrangements

Access arrangements are considered under the current requirements of the Joint Council for Qualifications or the relevant awarding body. An arrangement must address an identified barrier, meet the applicable criteria and, where required, reflect the pupil's normal way of working.

An arrangement used in primary school or Year 6 does not automatically transfer to secondary school. Teachers, the SENCO, examinations officer and, where required, an appropriately qualified assessor work together to identify need, gather evidence and determine arrangements. A diagnosis, EHC plan or SEND-register entry does not automatically establish entitlement, and a pupil may qualify without being on the SEND register.

Approved arrangements are practised in relevant classroom assessments and mock examinations, and the required evidence is retained securely.

16. Staff expertise and training

The SENCO is Mrs C Bosworth and holds the National Professional Qualification for Special Educational Needs Co-ordinators (NPQ for SENCOs). The SENCO coordinates provision, advises staff, works with families and professionals and supports strategic development.

Staff-development needs are identified through pupil need, review evidence, quality assurance, statutory updates, staff confidence and the school-development plan. Training may be whole-school, phase-specific, role-specific or focused on an individual pupil. Where appropriate, external specialists contribute advice, modelling, coaching or training.

Class and subject teachers retain responsibility for the learning and progress of pupils they teach. Learning support assistants and other staff work within teacher-led plans and receive information and guidance relevant to their role.

17. Working with external services

The school may work with education, health, social care, local-authority, independent or voluntary services when this is appropriate to a pupil's needs. A referral is not a guarantee that a service will accept the referral or provide a particular intervention. Access may depend on consent, thresholds, professional assessment, waiting times and commissioning arrangements.

- Coventry SEND Support Service, including Educational Psychology, Complex Communication, Sensory and Social, Emotional, Mental Health and Learning services;
- speech and language therapy;
- occupational therapy or physiotherapy;
- school nursing and other health professionals;
- children and young people's mental-health services;
- early help, family support and social care;
- careers advisers and post-16 providers; and
- independent or voluntary organisations where appropriate.

The SENCO is a key point of contact. Advice from specialists is considered with the pupil and family and incorporated into teaching, adjustments or plans where appropriate and practicable.

18. EHC needs assessments and EHC plans

Where evidence indicates that a pupil may require provision beyond that ordinarily available through SEN Support, the school will discuss this with the pupil and parents or carers and may consider requesting an Education, Health and Care (EHC) needs assessment. Parents, carers and young people may also make a request directly to the local authority.

The school does not apply a rigid minimum number of assess–plan–do–review cycles before considering a request. It will provide relevant evidence to the local authority and continue to support the pupil while the request or assessment is considered.

If an EHC plan is issued and Seva School is named, the school will admit the pupil in accordance with its statutory duty and use its best endeavours to secure the specified special educational provision. Staff working with the pupil will be informed of relevant needs, outcomes, provision and arrangements.

Annual reviews

The local authority is responsible for ensuring that each EHC plan is reviewed at least annually. The school monitors progress throughout the year and cooperates with the local authority, including convening and reporting on an annual review meeting on its behalf where requested. The pupil and parents or carers are supported to participate meaningfully.

The school sends the review report and recommendations to the local authority and those invited within the required timeframe. The local authority decides whether to maintain, amend or cease the plan and notifies the family of its decision.

19. Specialist equipment, facilities and accessibility

The school considers equipment and facilities in response to assessed need and professional advice. This may include adapted learning materials, communication aids, assistive technology, specialist seating or writing equipment, sensory resources or changes to the learning environment. Decisions consider suitability, safety, training, maintenance, funding and evidence of impact.

The current Accessibility Plan sets out how the school plans to improve access to the curriculum, physical environment and information. Because access needs can depend on the individual pupil, route, room and activity, families are encouraged to contact the school for a site-specific discussion or visit.

Information can be provided in an alternative format where reasonably required. The school will consider auxiliary aids and services and make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage.

20. Admissions and equality

The school follows its published Admissions Policy, the School Admissions Code and the Equality Act 2010. A pupil will not be discriminated against or disadvantaged in admission arrangements because of SEND or disability, and reasonable adjustments will be made where required.

Applications for pupils with SEND who do not have an EHC plan are considered under the same published admission arrangements as other applications. Where Seva School is named in a final EHC plan, the school will admit the pupil in accordance with its statutory duty.

Admission, oversubscription, uniform, educational visits and related arrangements are operated fairly and must not discourage or unnecessarily disadvantage pupils with SEND or disabled pupils.

21. Looked-after and previously looked-after pupils

Where a looked-after or previously looked-after pupil also has SEND, the SENCO liaises with the designated teacher and relevant professionals. SEND Support and EHC-plan arrangements are coordinated with the pupil's personal education plan and care-planning processes where appropriate, while keeping the distinct purpose and confidentiality of each process.

22. How SEND support is resourced

The school uses its delegated resources to provide high-quality teaching, ordinarily available provision and additional support. Resources are deployed according to assessed need, intended outcomes and evidence of impact rather than diagnosis alone.

Where evidence indicates that provision may be required beyond the resources ordinarily available to the school, the school may seek high-needs or other additional funding from the local authority, subject to local criteria and decision-making. A funding application does not guarantee approval and support is not delayed where the school has an existing duty to make reasonable adjustments or provide appropriate education.

23. Concerns, complaints and disagreement resolution

7. **Start with the person closest to the issue.** Contact the class teacher, form tutor or relevant subject teacher.
8. **Contact the SENCO.** If the concern relates to identification, provision, review or coordination, contact Mrs C Bosworth.
9. **Seek senior-leader support.** If the matter remains unresolved, contact the Head of Inclusion or Principal.
10. **Use the formal procedure.** A formal complaint may be made under the school's published Complaints Procedure.

If the matter concerns a local authority decision about an EHC needs assessment or EHC plan, mediation, disagreement resolution or an appeal to the SEND Tribunal, the school will signpost the family appropriately and cooperate with lawful requests for information or attendance.

Safeguarding concerns should be reported immediately through the school's safeguarding procedures and should not wait for the complaints process.

Coventry SENDIASS provides impartial and confidential information, advice and support to children and young people with SEND and their parents or carers.

24. Local Offer and useful contacts

Coventry's SEND Local Offer brings together information about education, health and social-care provision for children and young people aged 0 to 25 and their families. Service details and eligibility may change, so families should use the current online information or contact the service directly.

Service	Contact / purpose	Website
Seva School SEND information	School policy, report and related SEND information.	https://www.sevaleducationtrust.org/send/
Coventry SEND Local Offer	Local education, health and social-care information.	https://www.coventry.gov.uk/sendlocaloffer
Coventry SEND Support Service	Local-authority specialist SEND services. Telephone: 024 7678 8400; email: SENDsupportservice@coventry.gov.uk	https://www.coventry.gov.uk/coventry-send-support-service
Coventry SENDIASS	Impartial and confidential advice. Telephone: 024 7669 4307; email: IASS@coventry.gov.uk	https://www.covsendiass.co.uk/

25. Records, confidentiality and information sharing

Information about a pupil's SEND, disability, health and provision is processed and shared only where there is a lawful basis, for a specified and legitimate purpose and with appropriate security. Information is limited to what is necessary and proportionate.

Consent is obtained where consent is the appropriate lawful basis. Information may also be processed or shared without consent where required or permitted by law, including for education, safeguarding, health, transition, inspection, legal proceedings or other statutory functions.

Relevant information is shared securely with staff who need it to teach, support or safeguard the pupil. Information provided to trustees is normally anonymised or aggregated. Records are maintained in line with the school's Data Protection Policy, Records Management Policy, privacy notices and Pupil Confidentiality Policy.

26. Monitoring and review of this report

The SENCO and Head of Inclusion review this report against current school practice, the SEND Policy, pupil and parent feedback, provision information and changes to local or national arrangements. Material changes are updated as soon as possible rather than waiting for the annual review.

The report is reviewed at least annually through the school's governance arrangements. The next scheduled review is September 2027.

Glossary

Term	Meaning
APDR	Assess, Plan, Do, Review



Term	Meaning
CAMHS	Child and Adolescent Mental Health Services; local service names may vary
DSL	Designated Safeguarding Lead
EAL	English as an Additional Language
EHC needs assessment	The local-authority assessment process used to decide whether an EHC plan is necessary
EHC plan / EHCP	Education, Health and Care plan
JCQ	Joint Council for Qualifications
LA	Local authority
NPQ for SENCOs	National Professional Qualification for Special Educational Needs Co-ordinators
Ordinarily available provision	Support and adaptations generally available through high-quality teaching and the school's usual resources
Reasonable adjustment	A change made to avoid substantial disadvantage to a disabled pupil
SEN	Special educational needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special educational needs and disabilities
SENDIASS	SEND Information, Advice and Support Service

Appendix: statutory coverage check

This table shows where the principal SEND information-report requirements are addressed. It is included to support annual quality assurance and does not replace the detailed sections of the report.

Requirement	Location in this report
Kinds of SEN provided for	Sections 2–3
Identification and assessment	Sections 4–6
SENCO name and contact details	Key contacts
Consulting parents and carers	Section 10
Consulting pupils	Section 11
Reviewing progress towards outcomes	Sections 6 and 9
Transition and preparation for adulthood	Section 14
Approach to teaching pupils with SEN	Sections 7–8
Curriculum and learning-environment adaptations	Sections 7, 8 and 19
Staff expertise and training	Section 16
Evaluating effectiveness of provision	Section 9
Participation in activities with peers	Section 12
Emotional and social development, including bullying	Section 12
Involvement of education, health, social care and other bodies	Sections 17–18
Complaints arrangements	Section 23
Local Offer and parent-support services	Section 24
Looked-after and previously looked-after pupils with SEN	Section 21
Admissions for disabled pupils	Section 20

Requirement	Location in this report
Steps to prevent less favourable treatment	Sections 7, 12 and 20
Facilities and accessibility arrangements	Section 19
Accessibility Plan	Section 19 and related school documents

Reference documents

- Children and Families Act 2014, including section 69.
- Special Educational Needs and Disability Regulations 2014, including Schedule 1.
- Special educational needs and disability code of practice: 0 to 25 years.
- Equality Act 2010 and the school's current Accessibility Plan.
- Seva School SEND Policy 2026–27 and related school policies.