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SEND Policy (Secondary)

Blue Coat CE Secondary School

Policy Date: September 2026

Review Date: September 2027

Document History

Version	Status		Date	Author	Summary Changes
V1			November 2020	V Shelley	Initial Draft
V2			January 2022	N Phipps	No amendments.
V3			January 2023	N Phipps	No Amendments
V4			February 2024	D Bedford	Contents page updated and SLT member responsible for SEND altered.
V5			November 2024	K Ram & D Bedford	Minor changes to Part 1: Basic information about the school's SEND provision. Section added for EAL students who may/may not have SEND. Further clarity given for the involvement of the SENDCo and SEND team. Details added about the SEND identification process – 'triage'.
V6			November 2025	K Ram & J Davoille	Minor changes to part 1 and part 3 to reflect changes to staff.
V7			September 2026	K. Ram and J Davoile	

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Assessment of Policy's Impact

The effectiveness of this policy and its impact will be assessed by the Standards Committee who will monitor the outcomes and impact of this policy every year. The evidence base for assessment will be presented as agenda items at the Standards Committee meetings.

Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Students and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (2014).

At Blue Coat Church of England School, our vision is "Living life in all its fullness". We exist to equip our students to 'live life in all its fullness' by providing excellent education, which is distinctively Christian and inclusive of all. At the heart of this education are the values of Care, Hard Work, Respect, Integrity and Servanthood, working Together for the good of all individuals, the school and wider communities. The conviction that we are created and sustained by God for living together in families and communities is at the root of our dedication to educating for life together.

Part 1: Basic information about the school's SEND provision

Blue Coat School identifies students as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice.

This defines SEND as:

> "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
>
> **(a)** have a significantly greater difficulty in learning than the majority of others of the same age; or
>
> **(b)** have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers."

The school provides special educational provision for students who require "provision that is additional to or different from that made generally for other children or young people of the same age." This is called 'reasonable adjustment'.

The school provides for students whose special educational needs broadly fall in the areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, Emotional and Mental Health
4. Sensory and/or physical

Guiding principles

At Blue Coat School we believe that all of our students, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high-quality education that will maximise their life chances. We seek to enable those students who have special educational needs to achieve the best possible educational and other outcomes, and to prepare them effectively for adulthood.

All students are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Objectives of the School's SEND policy

- We will ensure that a child or young person with SEND will have their needs met and the views of the student will be sought and taken into account;
- Our parents to have a vital role to play in supporting their child's education;
- Our students with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- The school will manage its resources to ensure all students' needs are met;
- A student's special educational needs will be identified in a timely manner;
- Provision and progress for our SEND students will be monitored and reviewed regularly;
- The school will refer to outside agencies when appropriate;
- Education, Health & Care Plans will be reviewed regularly in line with regulations;
- Appropriate training will be provided for those involved in the implementation of the policy.

Where a SEND is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a graduated approach, which includes regular review of the progress made and adaptations to the support provided as required.

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs and Disabilities Coordinator (SENDCo) in conjunction with the SEND Representative from the Governing Body using the criteria listed elsewhere. The use of resources, identification, programme planning, effectiveness and quality of individual planning, student progress, student participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

Arrangements for coordinating the provision of education for students with SEND at the school

The school's provision for students with SEND will be coordinated by the SENDCo for the school.

The Senior Assistant Headteacher (Sixth Form) and the SENDCo have an important role to play with the Headteacher and governing body, in determining the strategic development of SEND policy and provision in the school.

The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual students with SEND, including those who have Education Health and Care plans.

The Inclusion team provide professional guidance to colleagues and work closely with staff, parents and carers, and other agencies. The SENDCo is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that students with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCo are:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for students with SEND;
- liaising with the relevant designated teacher where a looked after student has SEND;
- advising on a graduated approach to providing SEND Support;
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- liaising with parents of students with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the senior leadership team, the Headteacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all students with SEND up to date.

In addition to the SENDCo, there is a specialist team of people who support the work of the SENDCo overseen by a member of the senior leadership team (Senior Assistant Headteacher – Sixth Form)

Admission arrangements for students with SEND

The admission arrangements for students with SEND who do not have an EHCP are the same as the school for a whole.

Accessibility

Blue Coat School has a variety of buildings which are accessible by lift and ramps, however, currently two blocks have no lift access to upper floors. Currently Blue Coat School has 5 Disabled toileting facilities. Facilities for wheelchair access are provided in most areas of the school, including Food Technology where a lowered sink and work surfaces provided fully accessible wheelchair access. All new buildings will be fully compliant with the 2010 Equality Act.

Our theatre is equipped with a hearing loop system.

School will always ensure that reasonable adjustments are made to ensure access for our disabled students.

The school seeks to comply with the 2010 Discrimination and Disability Act. Further information is contained in the Accessibility Policy.

Part 2: Information about the school's policies for the identification, assessment and provision for all students with special educational needs

SEND Funding

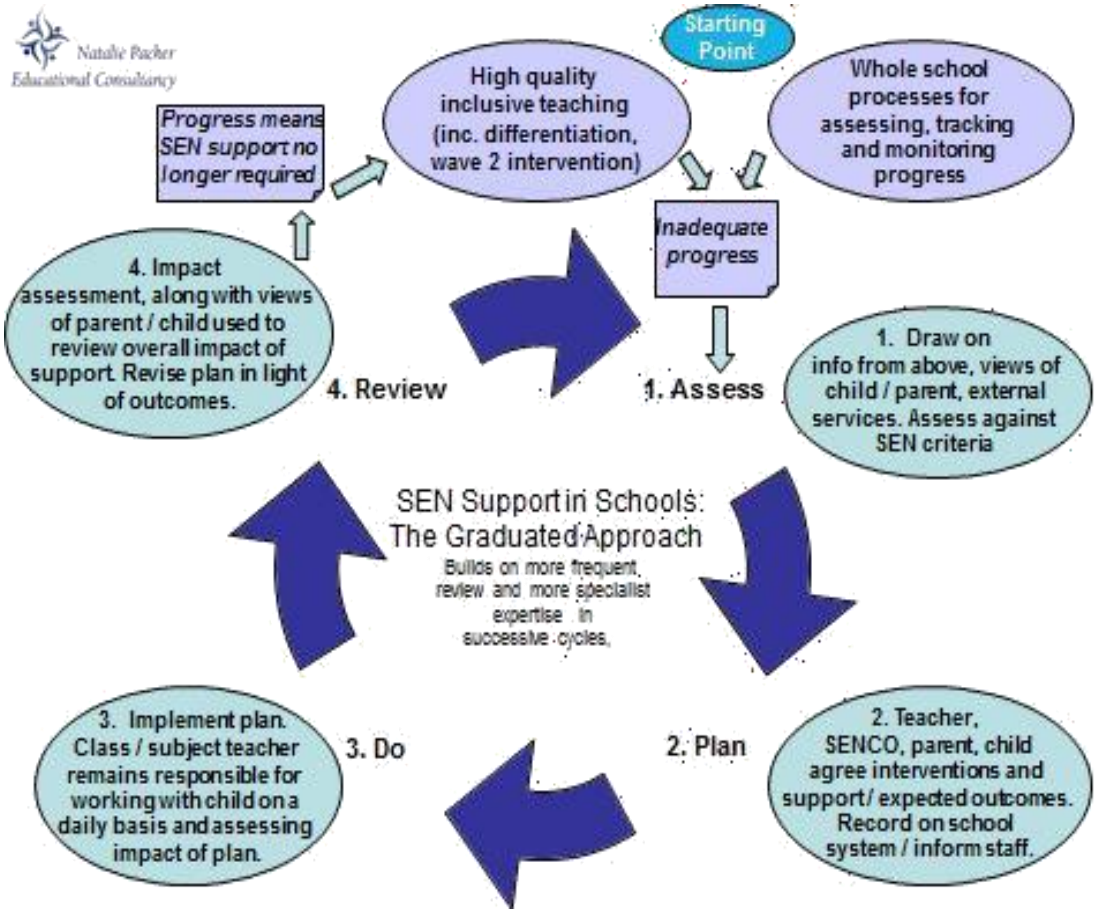
The school's SEND provision is funded from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a student on the school's SEND register it is because their additional needs are significant and they require additional support that the school funds up to an additional £6k. In exceptional cases the school can apply to the LA for top up funding. Students who have an Education Health & Care Plan will have an agreed package of support ~~from the Local Authority through the Personal Budget.~~ as set out in section F of the EHC plan and in accordance with the funding band allocated by the Local Authority.

Assessment and review of students with SEND

Teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from learning support assistants or specialist staff. Where a student is not making adequate progress, teachers, inclusion staff and parents will collaborate on problem-solving, planning support and teaching strategies for individual students.

The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all students. The school has a comprehensive 'SEND triage' process. All staff can refer into this, but the bulk of referrals come from heads of house and heads of department. Students under review for possible SEND are placed into a 'monitor' category.

In line with the 2014 Code of Practice the following graduated response will be made to students who have SEND.



Action by class / subject teacher (prior to involvement of the SENDCo, class / subject teachers will be expected to have undertaken the following actions):

- Use existing information as a starting point
- Build a positive relationship with the student, getting to know how they learn best alongside their strengths and areas of need
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do
- Make reasonable adjustments to address barriers to effective learning for the individual student
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve child
- Don't assume difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation / scaffolding learning – match planning to individual needs

After SENDCo involvement

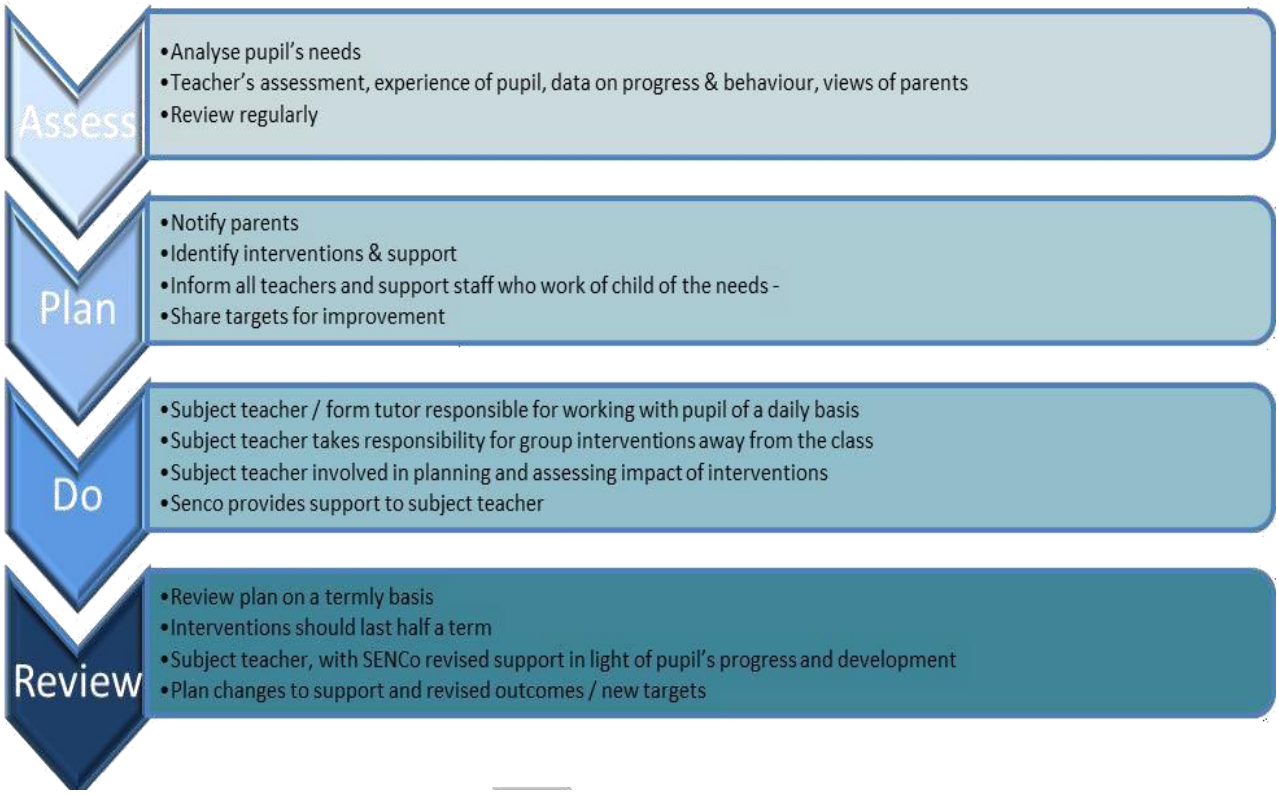
While the approach to supporting students with SEND is that of 'Quality First Teaching', it is recognised that there is additional involvement through the SENDCo and the wider SEND team. This includes:

- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the students themselves.
- Setting high expectations for every student and aiming for them to access the full curriculum, whatever their prior attainment.
- Planning provisions to address potential areas of difficulty to ensure that there are no barriers to every student achieving.
- Ensuring every student with SEND is able to study the full national curriculum. Careful consideration is given to the option subjects that students take in KS4.
- Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable students with the support of the SENCO.
- Putting access arrangements in place to help students perform at their best in in-class assessment, mock examinations and external examinations.

Arrangements will be monitored to identify those students not making sufficient progress with this level of support because of their special needs.

SEND Register

Placing students on the school's SEND register will be considered when students are unable to make appropriate progress. This involves experts advising on a personalised plan, specialist assessment, advice on new strategies and additional support.



The school's provision map

The school will maintain a provision map of the support, arrangements and interventions available to ensure that students with SEND can access learning and maximise their achievements.

The School's Approach to Identification and Assessment of SEND

At Blue Coat School we have an agreed approach to identification and assessment of SEND taking into account the nature of the special needs. Identification will include the use of high-quality formative assessment, as well as effective tools and early assessment materials. For higher levels of need, school will have arrangements in place to draw on more specialised assessments from external agencies and professionals. These arrangements should be agreed and set out as part of the local offer. The school's approach to identifying and assessing SEND will be published as part of the information under the Special Educational Needs (Information) Regulations.

Where students do not make sufficient progress, despite the school making reasonable adjustments for example: delivering purposeful and relevant interventions, it may be appropriate to ask the LA to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the student's progress over time, and will also need clear documentation in relation to the student's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, students and outside agencies and refer to Chapter 7 of the Code of Practice.

Education Health and Care Plan (EHCP)

Once a student has an Education Health and Care Plan naming Blue Coat School, the Headteacher of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the student's progress during the course of a year. Formal reviews of the Education Health and Care plan will take place at least annually. If a student's SEND changes, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the Education Health and Care plan is appropriate. For further information on Education Health and Care plans please see the Local Authority's Local Offer which can be accessed here http://www.coventry.gov.uk/SENDlocaloffer.

Access to the National Curriculum

We expect our teachers to set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every student achieving. In many cases, such planning will mean that our students with SEND will be able to study the full national curriculum. Potential areas of difficulty will be identified and addressed at the outset of work.

At Blue Coat School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual students, and where appropriate as part of the planning for the student we provide access to ancillary aids and assistive technology.

Preparing for adulthood (transition)

At Blue Coat School we help our students with SEND to start planning for their future adult life as early as possible. Our aim is to support our students to go on to achieve the best possible outcomes in employment, independent living and participating in society.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the SEND Code of Practice. The review of an Education Health and Care Plan in Year 8 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the student and will inform decisions about the next stage of education - specifically choices about what GCSEs or other relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer-term outcomes that the child wants to achieve in their adult life.

EAL

Coventry is a diverse city and as a result, approximately 40% of students have English as an Additional Language (EAL). The school appreciates that having EAL is not equated to having learning difficulties. At the same time, when students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the student within the context of their home, culture and community and look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Evaluation

The Board of Directors via the Local Governing Committee is required to evaluate how well it is delivering the school's local offer that has been agreed with the LA, to:

- identify students with SEND and assess their needs;
- assess and review students' progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review;
- support students in moving between phases of education and in preparing for adulthood;
- make adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;
- secure expertise among teachers, teaching assistants or other professionals to support students with SEND;
- assess and evaluate the effectiveness of the provision they make for students with SEND;
- enable students with SEND to have access to facilities and extra-curricular activity available to all students in the setting;
- support and improve emotional and social development, including extra pastoral support arrangements for listening to the views of students with SEND and measures to prevent bullying

The above should include arrangements for supporting students who are looked after by

the local authority and have SEND.

Complaints

Any complaints from parents of students with special education needs concerning the provision made at the school should be made through the school's procedures as set out on the school's website and in the prospectus.

Part 3: Information about the school's staffing policies and partnership with bodies beyond the school

SEND Training

The professional development of all staff involved in meeting the needs of students with SEND is ongoing and continuous. A wide range of training opportunities is provided both internally and externally.

Outside Agency Support

The main source of outside agency support is from the Local Authority or the school's own commissioned professionals. This could be from the Educational Psychologist, Additional Needs Teachers or Health Professionals e.g. speech and language therapists, physiotherapists etc. Informed parental permission is required before such consultations can take place. However, the school works with all outside agencies who have been commissioned to support a young person within the school as required.

The role played by the parents of students with special educational needs.

All parents and carers of students with special educational needs at Blue Coat School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their student's education;
- have knowledge of their student's entitlement within the SEND framework make their views known about how their child is educated;
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at Blue Coat School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child;
- focus on the student's strengths as well as areas of additional need;
- recognise the personal and emotional investment of parents and be aware of their feelings;
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings when applicable;
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers;
- recognise the need for flexibility in the timing and structure of meetings.

Students

The student's views will always be ascertained, but this may not be through direct discussion with the student. Students will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools' contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process to know that they are listened to and that their views are valued.

Transitions

Liaison with regard to the successful transition of students with SEND is undertaken with receiving and sending schools and colleges prior to transfer. Contact is coordinated by the SENDCo and the Transition Team.

Links with external agencies

The school is in contact with many services and organisations including:

- Young Carers
- Vibes
- SENDDIASS
- CAMHS
- Complex Communication Team
- Educational Psychology Service

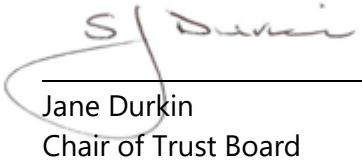
Contact is coordinated by the SENDCO and Pastoral Team.

This policy will be reviewed and updated annually. The Senior Assistant Headteacher – sixth form and SENDCo will also report annually to the Board of Directors concerning the effectiveness of the policy.

Reviewed by:	K Ram/J Davoile K.Ram/J Davoile	September 2025 September 2026
Senior Lead Review:	Rob Darling	September 2026
Next Review Date:		September 2027
Approved by Directors:		21 October 2026

Signed:

Lois Whitehouse
CEO



Jane Durkin
Chair of Trust Board