

BLUE COAT CHURCH OF ENGLAND SCHOOL AND MUSIC COLLEGE



SEND POLICY

Updated: September 2017
Policy duration: September 2019
Committee: PPS Committee

The following terms shall be interpreted as indicated below when used hereinafter within this policy:

- a) 'Trustees' refers to the registered trustees of the Coventry Blue Coat Church of England School Foundation, registered charity number 511793
- b) 'Academy trust' refers to the holding body of the Academy namely, Blue Coat Church of England Academy Ltd, registered company number 7594562
- c) 'Blue Coat School' refers to the physical entity of Blue Coat Church of England School and Music College
- d) Any reference to either 'the school' or 'the Academy' contained within this policy is taken to refer to the appropriate given body within context

Assessment of Policy's Impact

The effectiveness of this policy and its impact will be assessed by the Teaching and Learning Committee who will monitor the outcomes and impact of this policy every 2 years. The evidence base for assessment will be presented as agenda items at the Teaching and Learning Committee meetings.

Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Pupils 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). For the purpose of this document, the terms SEN and SEND are used interchangeably.

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

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

This defines SEN as;

"A child or young person has SEN 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 pupils who require “provision that is additional to or different from that made generally for other children or young people of the same age.”

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

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Guiding principles

- At Blue Coat school we believe that all of our pupils, 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 pupils who have special educational needs to achieve the best possible educational and other outcomes, and to prepare them effectively for adulthood.
- All pupils 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 SEN policy

- We will ensure that a child or young person with SEN will have their needs met
- the views of the pupil will be sought and taken into account
- our parents have a vital role to play in supporting their pupil’s education
- our pupils with SEN 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 pupils’ needs are met
- A pupil’s special educational needs will be identified early
- Provision and progress for our SEN pupils will be monitored and reviewed regularly
- The school will involve 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 SEN 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 Coordinator (SENCO) in conjunction with the SEN Representative from the Governing Body using the criteria listed elsewhere. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil 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.

The arrangements that have been made for coordinating the provision of education for pupils with SEN at the school.

The school's provision for pupils with SEN will be coordinated by the SENCO for the school.

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school.

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

The SENCO provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENCO 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 pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for pupils with SEN;

- liaising with the relevant designated teacher where a looked after pupil has SEN;
- advising a on graduated approach to providing SEN Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEN;
- 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 head teacher 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 pupils with SEN up to date.

In addition to the SENCo, there is a specialist team of people who support the work of the SENCo.

The admission arrangements for pupils with SEN who do not have a EHCP in so far as they differ from the arrangements for other pupils.

The admission arrangements for pupils with SEN who do not have a EHCP are the same as the school for a whole.

Facilities for pupils with SEN at the school including facilities which increase/assist access to the school by pupils who are disabled.

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 4 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.

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

SEN Funding

The school's SEN provision is funded largely 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 pupil on the school's SEN 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. Pupils who have an Education Health & Care Plan will have an agreed package of support from the Local Authority through the Personal Budget.

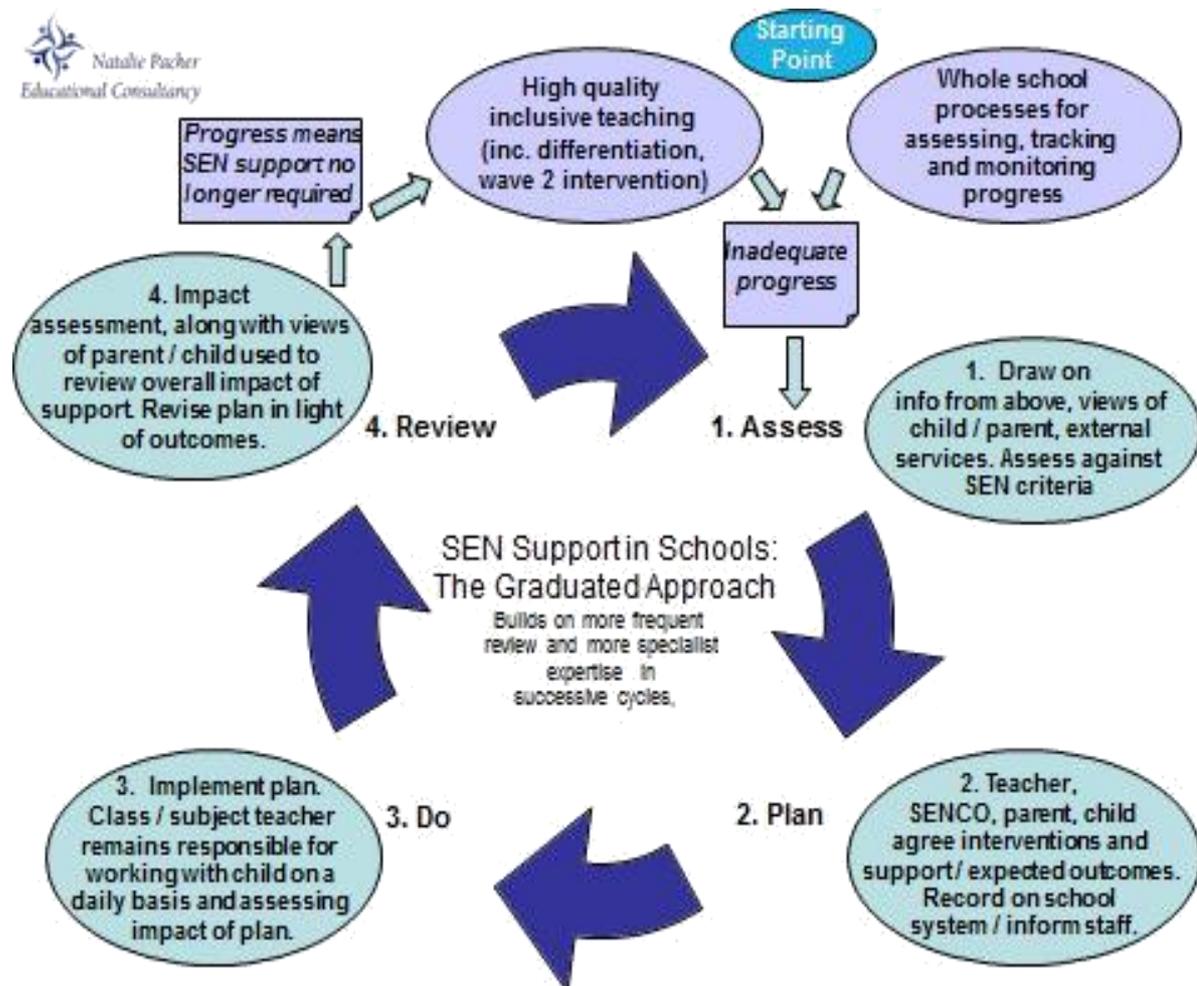
How pupils with special educational needs are identified and their needs determined and reviewed.

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

High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEN.

The identification of SEN will be built into the school's overall approach to monitoring the progress and development of all pupils.

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



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

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do
- 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 – match planning to individual needs

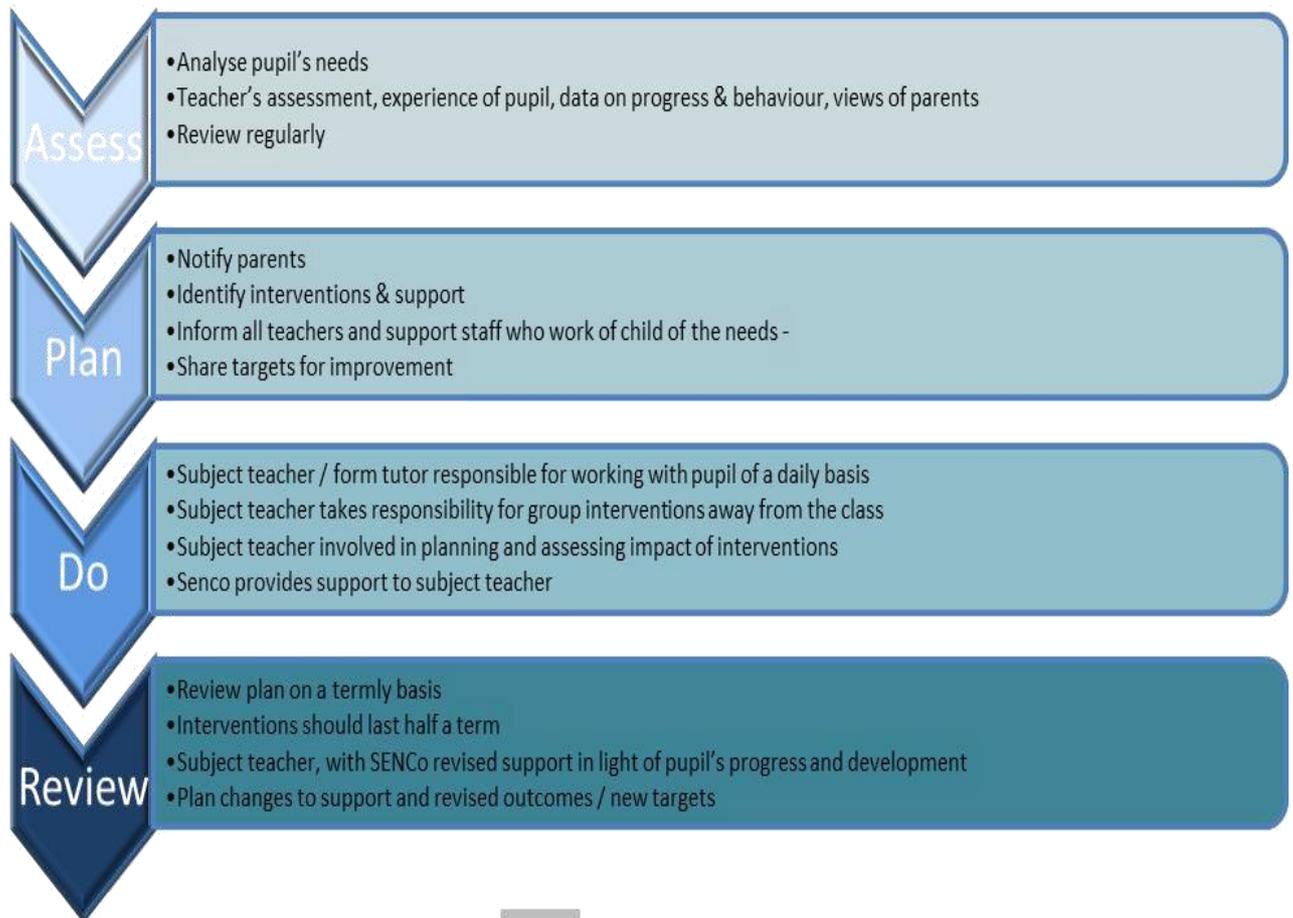
Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs, at which

point the SENCO is consulted, as to whether the pupil should be placed on the school's SEN register.

SEN register

Placing pupils on the school's SEN register

- Will be considered when pupils are unable to make appropriate progress and involves experts advising on a personalised plan, specialist assessment, advice on new strategies, additional support
- Triggers – little progress over time, NC levels below age expected level or serious physical/sensory/communication/ interaction difficulties. Wave 2 interventions have not made a significant improvement
- External agencies may be contacted and will need to see existing records and carry out their own assessments
- SENCO/teacher/ will consider a range of approaches/materials including ICT
- In consultation with the pupil and parents a plan will be drawn up for support and intervention arrangements
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets (including for older pupils, and young people, targets around preparing for adulthood).
- Progress towards these outcomes will be tracked and reviewed regularly, at least termly (See model below)



The termly review meeting

This meeting will be led by a staff member with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the class teacher, intervention worker or form tutor and may also include support by the SENCO/Inclusion manager. It will provide an opportunity for the parent to share their concerns and, together with the member of staff, agree their aspirations for the child.

The school's provision map

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

The School's Approach to Identification and Assessment of SEN

At Blue Coat School we have an agreed approach to identification and assessment of SEN 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 SEN will be published as part of the information under the Special Educational Needs (Information) Regulations.

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case 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 pupil's progress over time, and will also need clear documentation in relation to the pupil'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, pupils and outside agencies and refer to Chapter 7 of the Code of Practice.

Education Health and Care Plan (EHCP)

Once a pupil has an Education Health and Care Plan naming Blue Coat School, the Head teacher 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 pupil'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 pupil's SEN change, 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 (see section 7.16). 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.

At Blue Coat School we follow the new National Curriculum statement on Inclusion. We expect our teachers to set high expectations for every pupil 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 pupil achieving. In many cases, such planning will mean that our pupils with SEN 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 pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology.

Preparing for adulthood (transition)

At Blue Coat School we help our pupils with SEN to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- including preparation for adulthood in the planning meetings with pupils and parents at an early stage (and particularly from Year 9)
- Ensuring that career advice and information provides high aspirations and a wide range of options for pupils with SEN; and
- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the SEN 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 pupil 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.

How the governing body will evaluate the success of the education which is provided at the school to pupils with special educational needs.

Under the Special Educational Needs (Information) Regulations, the governing body is required to evaluate how well it is delivering the school's local offer that has been agreed with the LA. The its Local Offer the school has agreed to;

- identify pupils with SEN and assess their needs;
- assess and review pupils' progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review;
- support pupils in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- 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 pupils with SEN;
- assess and evaluate the effectiveness of the provision they make for pupils with SEN;
- enable pupils with SEN to have access to facilities and extra-curricular activity available to all pupils in the setting;

- support and improve emotional and social development, including extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying
- The above should include arrangements for supporting pupils who are looked after by the local authority and have SEN.

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects;

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Any complaints from parents of pupils 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

Arrangements for Professional Development for all staff, including SEN staff and Teaching assistants, in relation to special educational needs

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by staff from Inclusion. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school
- Attendance at courses offered by external providers, accredited and non-accredited.

- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCo.

The use made of teachers and facilities from outside the school including links with support services for special educational needs.

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.

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

All parents and carers of pupils 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 pupil's education
- have knowledge of their pupil's entitlement within the SEN 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 pupil'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

Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils 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

Any links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.

Liaison with regard to the successful transition of pupils with SEN is undertaken with receiving and sending schools and colleges prior to transfer. Contact is coordinated by the SENCO.

Transition arrangements for pupils with SEN either moving into the school or moving on to new schools should also be set out

At Blue Coat School we have links with Coventry autism Support Service to enhance our provision for pupils with SEN.

Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational needs.

The school is in contact with the following services and organisations:

Young Carers

Short Breaks

Vibes

SENDIASS

CAMHs

Complex Communication Team

Educational Psychology Service

Contact is coordinated by the SENCO and Pastoral Team.

This policy will be reviewed and updated annually. The SENCO will also report annually to the Governing Body concerning the effectiveness of the policy.