

Blue Coat School SEND Information Report / School Local Offer (Secondary)

General Statement

We are a fully inclusive mainstream school and we strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our students, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual student

Regulations	Question	Possible response
1. The kinds of special educational needs for which provision is made at the school	Do students with SEND come to your school?	We are a mainstream school and the majority of our students are expected to reach the education standards for their age. A small number of our students do have special educational needs. We have specific plans and student profiles which help support their development and progress.
	What kinds of SEN do you make provision for at this school?	Typically the students with SEND in our school have difficulties with Autism, speaking and language, learning generally (especially reading and/or writing), social or emotional development, and sensory difficulties with sight or hearing.
2. Information related to mainstream schools about the school's policies for the identification and assessment of students with SEND	How do you know if a student has SEN?	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 staff can raise this with HoD or the HoH or directly with the SENDCo.
	How will I know if my son or daughter is receiving SEN support?	<p>High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEN. Our teachers closely monitor the progress made by all students. A Student may be placed on the SEN register if their ACADEMIC ACHIEVEMENT falls within bottom 10% for their age group or they have a diagnosed and recognised difficulty which affects their learning or they have consistently failed to make progress and this cannot be attributed to external factors.</p> <p>The SENDCo offers advice and guidance to teachers to plan activities to meet differing needs. If these activities do not help the student to make better progress, the SENDCo might suggest other programmes or temporary additional support, or ask for advice or assessment from an external specialist service. If the student still does not make improved progress, the SENDCo may meet with parents/carers and the student and together agree that additional SEN support will be put in place.</p> <p>As soon as your son or daughter's SEN has been identified we will contact you and to discuss plans to help him or her make better progress.</p>
3. Information about the school's policies for making provision for students with SEN whether or not students have EHC plans	Where can I find information about the school SEN Policy?	<p>Our policies on SEN and access will give you the information you need about how we make provision for all students with SEN.</p> <ul style="list-style-type: none"> • Click here to see our SEN Policy • Click here to see our Access Policy <p>If you would like to discuss our SEN provision or find out more, please contact our SENDCo</p>

<p>3a. How the school evaluates the effectiveness of its provision for such students</p>	<p>How do you make sure that the SEN support is helping students make good progress? How will I know that my son or daughter is making good progress?</p>	<p>Assessment and tracking processes are in place for each year group. These include every subject along with interventions.</p> <p>Information is available to parents/carers about their son or daughter's progress, through a variety of formats including parent consultations, written and data reports.</p> <p>Other more informal means of communication may include phone calls, emails and invitations to meetings outside of these pre-arranged dates.</p> <p>As part of our commitment to ensure that all students achieve their potential we seek to regularly evaluate provision through a variety of methods including learning walks, parent/carer and student surveys, case studies, etc.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of students with special educational needs</p>	<p>How do you check and review the progress made by students with SEN?</p>	<p>Students' progress will be monitored throughout each school year by the teachers responsible for delivering subjects. There will be opportunities to discuss this at parent consultation evenings with Pastoral and teaching staff along with the SENDCo. Where a SEND is identified, and the school has put appropriate evidence-based interventions in place as part of a graduated approach, there will be opportunities for regular reviews of the progress made and adaptations to the support provided as required. This may take place during the consultation evenings, or form separate meetings with members of the inclusion team. Written reports will also contain information relating to progress for SEN based interventions.</p>
	<p>How will I be involved in those reviews? Who else will be there?</p>	<p>The review meetings will look to discuss the progress, attendance, behaviour, readiness for learning, self-esteem, etc. and parents/carers may bring a representative from SENDIASS should they wish to do so.</p>
<p>3c. The school's approach to teaching students with SEN</p>	<p>How do your teachers help students with learning difficulties or disabilities to learn, including what they learn? How can I find out more about what my son or daughter is learning at the moment?</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your son/daughter and all students in his or her class. All teaching is based on building on what your son/daughter already knows, can do and can understand. The teacher/s will put in place different ways of teaching so that your son/daughter is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your son or daughter, including ICT. The teacher will also put in place specific strategies (which may be suggested by the SENDCo or specialists from outside agencies) to enable your son or daughter to access the learning tasks. • Teachers will have carefully checked on his or her progress to monitor if he or she has gaps in understanding/learning and needs some extra support in order to close the gap between your son/daughter and other students of the same age. • Your child's form tutor will give you more information about what year groups are learning at the moment and how your son/daughter is being helped to make better progress. <p>There is more information about the school curriculum on our website at www.bluecoatschool.com</p>

<p>3d. How the school adapts the curriculum and learning environment for students with SEN</p>	<p>How have you made the school buildings and site safe and welcoming for students with SEN or disabilities?</p>	<p>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.</p> <p>The school seeks to comply with the 2010 Discrimination and Disability Act.</p> <p>Vulnerable students with SEND are invited to the inclusion area at unstructured times of the day to eat and socialise. This time is supervised by a rota of teaching assistants and provides a safe base for students. A homework club also runs after school to further support students on the SEND register who wish to utilise this. Other clubs are also available at these times to support social development and areas of interest. Eg. of these may include drama club and sports club.</p>
<p>3e. Additional support for learning that is available to students with SEN</p>	<p>Is there any extra support available to help students with SEN with their learning? How will I know if my child is getting extra support?</p>	<p>Extra support may be available for students identified as requiring it. Identification is based on Literacy screening and/or external advice from other agencies already involved.</p> <p>Parents/Carers will be informed if it is felt that your son/daughter would benefit from withdrawal for intervention.</p>
<p>3f. Activities that are available for students with SEN in addition to those available in accordance with the curriculum</p>	<p>What social, before and after school and other activities are available for students with SEND? How can my student and I find out about these activities?</p>	<p>All students are included in all social and sporting activities and visits and that pre-emptive planning and risk assessments are in place and that students with SEND are enabled to access their full entitlement.</p> <p>Inclusion also offers a variety of break and lunch time activities for students who are considered to be vulnerable from year 7-11. Students will be invited to attend such sessions. The inclusion area of school (the Hub) also runs its own homework club twice weekly after school and lunch time Drama and Yoga sessions are available for SEND students to opt into.</p>
<p>3g. Support that is available for improving the emotional and social development of students with SEN</p>	<p>How does your school support students' emotional and social development?</p>	<p>Blue Coat has a strong Christian ethos aiming to provide 'education with care'. This is supported by the work carried out in inclusion with a referral system allowing for Chaplaincy support to formulate part of the offer for those students requiring emotional support and guidance. Although the Learning support department does not have a 'Learning support unit' as such, it does carry out many of the functions of one, ensuring that students deemed vulnerable are provided with a safe, secure environment during unstructured times of the day. Spiritual, social and moral guidance is part of this offer at all times.</p> <p>For students with specific social, mental or emotional health difficulties we work with the Educational Psychology Service/ CAMHS and have in house programmes such as Boomerang to support with emotional resiliency. We also employ a school counsellor one day a week.</p> <p>Blue Coat School takes all and any instance of bullying seriously. This is dealt with through the Pastoral system, who can also refer in to journeys and vibes / reach if appropriate.</p>

<p>4. In relation to mainstream schools, the name and contact details of the SEN Coordinator</p>	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p>	<p>In line with mandatory requirements, the SENDCo is a Qualified Teacher, gaining her degree from The University of Warwick and her PGCE from The university of Leicester. The requirement under The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009 pertaining to additional qualifications for SENDCo's applies and the qualification at Masters level via Serco and the University of Wolverhampton has been attained.</p> <p>The department fully supports the principle of inclusion and the need for all students to access a curriculum which is appropriate to their needs. It also recognises the necessity of a 'whole school approach' to special educational needs reflecting the SEN Code of Practice 6.2 which states that 'All teachers are teachers of special educational needs' and this principle is entrenched in the schools SEN policy and CPD programmes.</p> <p>The department operates an 'open door policy' to ensure accessibility to all stakeholders, including pupils, parents, staff and our SEND Governor.</p> <p><i>Pen portrait of SENCo and short welcome paragraph with photograph (The SENCo must be a qualified teacher)</i></p>
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<p>5. Information about the expertise and training of staff in relation to students and young people with SEN and how specialist expertise will be secured</p>	<p>How are the adults in school helped to work with students with an SEND and what training do they have?</p>	<p><i>E.g. The school has a development plan that includes identified training needs for all staff to improve the teaching and learning of students including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism, dyslexia, etc.</i></p> <p><i>Whole staff training to share knowledge, strategies and experience, & ensure consistency of the school's approach for student with an SEND.</i></p> <p><i>Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students in their class e.g. from LABSS, or medical /health training to support staff in implementing care plans.</i></p> <p><i>If you would like to hear about current or past training undertaken by school staff, please speak to the Headteacher or SENCo.</i></p> <p><i>The SENCo and teacher work closely with specialists from external support services who may provide advice or direct support as appropriate. Link to CPD calendar.</i></p> <p>The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;</p> <ul style="list-style-type: none"> ▪ 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. <p>The use made of teachers and facilities from outside the school including links with support services for special educational needs.</p>
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<p>6. Information about how equipment and facilities to support students with SEN will be secured</p>	<p>What happens if my son or daughter needs specialist equipment or other facilities?</p>	<p>Please refer to the Local Policy in consultation with specialist services.</p> <p>The school will provide specialist aids and equipment in accordance with assessed needs. The Local Authority provides specialist equipment such as wheelchairs /standing frames etc. when prescribed by a relevant health specialist.</p>
<p>7. The arrangements for consulting parents of students with SEN about, and involving such parents/carers in, the education of their son or daughter.</p>	<p>How will I be involved with planning for and supporting my son or daughter's learning?</p> <p>Who will help me to support him/her at home?</p>	<p><i>Information about reviews / conversations / curriculum meetings/ written information/ emails/texts/etc.</i></p> <p>Parents/carers will be informed as soon as school has identified that a student has SEN and the school will work in partnership with parents/carers to plan and review any SEN support.</p> <ul style="list-style-type: none"> • the views of the pupil will be sought and taken into account • We believe that our parents have a vital role to play in supporting their pupil's education and we aim to ensure that parent/carer voice is heard. <p>The Local Authority website will provide information for support groups parents can access, e.g. of these include SENDIASS. Parenting classes are also available through Blue Coat School.</p> <p><u>Coventry Local Offer</u></p> <p><i>Information about any training for parents/carers either in school, in other schools locally or from parent groups to help them support their student's learning at home, plus contact details and dates.</i></p>
<p>8. The arrangements for consulting young people with SEN about, and involving them in, their education.</p>	<p>How is my son or daughter involved in his / her own learning and decisions made about his /her education?</p>	<p>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 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. A variety of Student voice activities take place at Blue Coat school e.g. school council, agreeing outcomes in EHC plans, During lessons teacher feedback will lead to opportunities for students to make progress based on the feedback given in line with the Schools STAR marking Policy. Teaching may also include a variety of peer and self-assessment processes. Opportunities exist within the Pastoral programme for pastoral support. For some students, communication may need supporting/differentiating- e.g. visual timetables, communicate in print.</p>

<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents/carers of students with SEN concerning the provision made at the school.</p>	<p>Who should I contact if I'm not happy with my son or daughter's learning and / or progress?</p>	<p>Your first step should be to make contact with your son or daughter's subject teacher, or alternatively through the Pastoral route. (This could be through the form tutor or Year Head).</p> <p>If your complaint around lack of progress relates to an intervention offered by SEN you should contact the SENDCo. If your complaint isn't resolved by the teacher, Pastoral team or SENDCo you can then ask for a meeting with the Headteacher. If this still doesn't resolve your complaint you can then ask for a meeting with the Senior Leader responsible for Inclusion or the Headteacher.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of students with SEN and in supporting the families of such students.</p>	<p>Who else provides services in school for students with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<p>Currently Blue Coat school receives support from the Educational Psychology Service. We also have a school Nurse who offers support on an appointment or drop in basis; and a Chaplain who is on site on a part time basis. The Local Offer will provide more details on the Services Coventry currently offers.</p> <p><i>E.g.</i> <i>These are the services we and organisations we currently work with: Insert table showing involvement of external services in school across the 4 areas of need or provision map showing how external services support students with SEN.</i> <i>...and these are the ones that would be available if required:</i></p> <p><i>Identify which of the services do or could work directly with parents/families should they need support.</i></p>
<p>11. The contact details of support services for the parents/carers of students with SEN, including those for arrangements made in accordance with clause 32.</p>	<p>Who should I contact to find out about other support for parents/carers and families of students with SEN or disabilities?</p>	<p><i>Contact details of Parent Partnership Service and mediation services.</i> <i>Other local parent support groups for particular areas of SEN, e.g. Afasic, SpLD/Dyslexia, ASD, Down's Syndrome- these support services need not be LA services.</i></p> <p><u>Coventry Local Offer</u></p>

<p>12. The school's arrangements for supporting students with SEN in transferring between phases of education.</p>	<p>How will you help my son/daughter make successful move into the next year group or other move or transition?</p>	<p>Liaison with regard to the successful transition of pupils with SEND is undertaken with receiving and sending schools and colleges prior to transfer. Contact is coordinated by the SENDCO and inclusion manager for all students currently on the SEND register. Parents of students who have an EHCP on transition will be invited to meet with the SENDCO during the summer Term to discuss your sons/daughter's needs. These students, plus any student diagnosed with Autism will also be invited for an additional visit to the school and will be issued with a Booklet to further support the Transition process. Transition arrangements for pupils with SEND moving on to new schools for students on the SEND register is also overseen by the SENDCO and may include input from other members of the inclusion team. Partnership work with Coventry Learning and Behaviour Support Service and Coventry Autism Support Service is also undertaken to support those students identified by Primary schools as being vulnerable.</p> <p><i>You might want to work with your local schools about this. Address transition at all levels- between activities, staff, classrooms, lessons, phases and FE/adulthood where appropriate.</i></p> <p><i>School transition processes/ information sharing between schools.</i></p> <p><i>Any additional support available for students with SEN to help them to make successful transitions, especially at secondary transfer or to another school.</i></p> <p><i>Information about how parents/ carers and the student will be involved in the process.</i></p>
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<p>13. Information on where the LA's local offer is published.</p>	<p>Where can I find out about other services that might be available for our family and my son or daughter?</p>	<p><i>Each county's Local Offer website has information about the services that are available.</i></p> <p><u>Coventry Local Offer</u></p> <p><u>Warwickshire Local Offer</u></p> <p><u>Solihull Local Offer</u></p>
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