

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

### **General Statement**

Blue Coat is a fully inclusive mainstream school, which prides itself upon ensuring that all of the students within our community achieve their full potential academically, emotionally, personally and socially (regardless of their educational needs, ethnicity, gender, physical ability, religion, sexual identity or social background). The purpose of this document is to give you information on the ways we ensure that all of students are supported, including students within our community with SEND so they are able to realise their full potential in the time they spend with us. However, due to student requirements changing and the continual reviews and update to our provisions, the list may not include mention of all resources, skills and techniques we employ to meet achieve this target.

<b>Regulations</b>	<b>Questions</b>	<b>Possible Response</b>
1. The kinds of special educational needs for which provision is made at school	Do students with SEND come to your school?	Blue Coat is a mainstream school and students are expected to reach the educational standards set for their age. We have a number of students who attend who do have a special educational need. As such, we have Student Passports which are developed with the student's specific needs at the heart of the process, to help support their progress and development over time.
	What kinds of SEND do you make provision for at this school?	Typically the students with SEND in our school have difficulties in all four areas of SEND. This includes communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory/physical needs.
2. Information related to mainstream schools about the school's policies for the identification and assessment of students with SEND	How do you know a student has SEND?	Some students who join Blue Coat have an already identified SEND need. 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. Student Passports are issued for all students on the SEND register who are listed as requiring 'K' or 'E' levels of support. This is used by staff to inform planning. Students who are being monitored will be coded as 'M' and will be issued a Passport when they meet the criteria for the 'K' coding. The coding is available in sims for all staff within school.

		<p>Where a pupil is not making adequate progress in a subject, the subject staff and HOD will discuss and consider additional adjustments which could be made to support the progress of the student. This can then be monitored through classwork and assessments.</p> <p>If the subject specialists have followed the Passport and have made subject specific adjustments relevant to need, and the student continues not to be making progress, staff can raise this with the HoH or directly with the SENDCo. The processes are set out in the whole school SEND protocol which have been issued to all staff.</p>
	<p>How will I know if my son or daughter is receiving SEND support?</p>	<p>High quality teaching, adjusted for individual students, is the first step in our school's response to students to have or may have SEN. Our teachers closely monitor the progress made by all students. A student may be put on the SEN register if their ACADEMIC ACHIEVEMENT falls within bottom 10% for their expected age related progress; or they have a diagnosed and recognised difficulty which affects their learning; or they have consistently failed to make progress and this can not be attributed to external factors. The school support is organised following the assess, plan, do and review protocol.</p> <p>The SENDCo offers advice and guidance to teachers to plan activities to meet differing needs. All students with identified SEND needs have a Passport to support planning for progress.</p> <p>If these activities do not help the student to make better progress, the SENDCo might suggest other programmes of temporary additional support, or ask for the advice or assessment from an external specialist service.</p> <p>If the student still does not make improved progress, the SENDCo may meet with parents/carers and the student and together agree that additional SEND support will be put into place.</p> <p>As soon as your son or daughter's SEND has been identified, we will contact you and to</p>

		discuss plans to help them make better progress in their learning over time.
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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 SEND policy?	<p>Our policies on SEND and access will give you the information you need about how we make provision for all students with SEND. These can be found on the school website or can be requested in paper form if required by contacting the school.</p> <p>If you would like to discuss our SEN provision or find out more, please contact our SENDCo.</p>
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3a. How the school evaluates the effectiveness of its provision for such students.	<p>How do you make sure that the SEN support is helping students make good progress?</p> <p>How will I know that my daughter or son 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 daughter or son'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 meeting 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 method including learning walks, parent/carers and student surveys, case studies etc.</p>
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3b. The school's arrangement for assessing and reviewing the progress of students with special educational needs	How do you check and review the progress made by a student with SEND?	<p>Student's 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 evening 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 consultation evenings, or form separate</p>
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		meetings with members of the inclusion team. Written reports will also contain information relating to progress for SEND based interventions.
	How will I be involved in those reviews?  Who else will be there?	The review meetings will look to discuss the progress, attendance, behaviour, readiness for learning, self-esteem, motivation and other progress related matters which are identified for the student.

3c. The school's approach to teaching students with SEN.	<p>How do your teachers help students with learning difficulties or disabilities to learn, including what they learn?</p> <p>How can I find out more about what my daughter or son is learning at the moment?</p>	<p>The teacher will have the highest possible expectations for your daughter/son and all students in their class. All teaching is based on building on what your daughter/son already knows, can do and can understand.</p> <p>The teacher/s will put in place different ways of teaching so that your child is fully involved in learning within class. This may involve things like using more practical learning or providing different resources adapted for your child, including ICT.</p> <p>The teacher will also put in place specific strategies which may be suggested by the SENDCo and written within the Student Passport. Advice is also incorporated from specialists who give informed strategies to enable your daughter or son to access the learning tasks based upon their individual needs.</p> <p>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 child and other students of the same age.</p> <p>Your child's HOH, AHOH and form tutor will give you additional information about what year groups are learning at the moment and how your daughter/son is being helped to make better progress.</p> <p>There is more information about school curriculum on our website at : <a href="http://www.bluecoatschool.com">www.bluecoatschool.com</a></p>
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3d. How the school adapts the curriculum and learning	How have you made the school buildings and site safe and welcoming for	The school seeks to comply with the 2010 Discrimination and Disabilities Act.
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environment for students with SEND.	students with SEN or disabilities?	<p>Blue Coat school has a variety of building which are accessible by lift and ramps, however, currently two blocks have limited lift access to upper floors. Adjustments are also made through the timetabling within SEND appropriate ground floor rooms when required.</p> <p>Currently we have 4 disabled toilets. These are in different areas of the school to maximise the access across the school site.</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 Hub staff which provides a safe base for SEND students.</p> <p>The school is well signposted to enable students to navigate their way around school as easily as possible.</p> <p>Regular site reviews are undertaken by site services and HUB staff when appropriate to check and adjust access for students as required.</p> <p>A homework club is run after school to further support students on the SEND register who wish to utilise this. Other clubs are also available at subject level to support social and communication development, team skills and areas of interest. For example, drama club and a range of sports clubs.</p>
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3e. Additional support for learning that is available to students with SEND	<p>Is there any extra support available to help students with SEND with their learning?</p> <p>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, and/or EHCP support information.</p> <p>Parents/carers will be informed if it is felt that your daughter/son would benefit from withdrawal for intervention.</p>
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3f. Activities that are available for students with SEN in addition to those available in accordance with the curriculum.	<p>What social, before and after school and other activities area available for students with SEN?</p> <p>How can my daughter/son and I find</p>	<p>All students are included in all social, 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>
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	out about these activities?	Inclusion also offers a variety of break and lunchtime 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 after school and lunchtimes.
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3g. Support that is available for improving the emotional and social development of students with SEN.	How does your school support students' emotional and social development?	<p>Blue Coat has a strong Christian ethos aiming to encourage students 'to live life in all of its fullness.' 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.</p> <p>Students deemed vulnerable are provided with a safe, secure environment during unstructured times of the day.</p> <p>Spiritual, social and moral guidance is part of this offer at all times.</p> <p>For students with specific social, emotional or mental health difficulties we work with the Educational Psychologist Service/ CAMHS and have in house programmes such as Boomerang to support with emotional resiliency. We also employ a school counsellor and a school nurse service. Additionally, we also have access to SEMHL and CCT services within school as part of the Local authority buy in services, and work closely with the Mental Health in Schools Team.</p> <p>Blue Coat School takes all and any instances of bullying seriously. This is dealt with through the Pastoral system, who can also refer in to other services if appropriate. This is all reinforced with a comprehensive PHSE programme of study.</p>
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4. In relation to mainstream school, the name and contact details of the SEN Co-ordinator.	Who should I contact if I want to find out more about how the school supports students with SEND?	The school's Inclusion strategy is lead by a Senior Assistant Headteacher (Inclusion). The SAHT is the lead SENDCo. The requirement under The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009 pertaining to additional qualifications for the SENDCo applies and the named SENDCo holds the
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		<p>NASENDCo qualification achieved through the University of Wolverhampton.</p> <p>The school also benefits from an additional SENDCo, and receives support from the Inclusion Lead of the Inspire Education Trust of which Blue Coat is a member.</p> <p>The department fully supports the principles 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 a 'open door policy' to ensure accessibility to all stakeholders, including pupils, parents, staff and SEND governor.</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 a SEND and what training do they have?</p>	<p>The professional development of all staff involved in meeting the needs of pupils with a SEND is a high-priority provision within school. As such, the CPD is linked to the whole school calendar to ensure that time is given specifically for staff to undertake training as part of their professional development across the academic year. The training also includes school specific needs as well individual student focus training. This includes</p> <ul style="list-style-type: none"> <li>• A whole school development plan which identifies training needs to improve teaching and learning of students including those with SEND. This is also organised to include specific groups of learners with needs to individual students who have complex needs. Staff select the training they want to focus on and sign up to the sessions. Following the sessions, staff have to feedback on the quality of the sessions and reference where they will utilise the training into their teaching practice. The training is closely linked to whole school priorities.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Knowledge, skill and understanding sharing and the demonstration of teaching techniques and strategies organised within the school is actively encouraged. This also forms a significant focus of NQT and teacher training provision within the school.</li> <li>• 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.</li> <li>• Attendance at courses offered by external providers, accredited and non-accredited to acquire skills to enhance the provision available within school such as health care courses or physical disability awareness courses.</li> <li>• 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 SENDCo.</li> <li>• Provision from teachers and service providers from outside the school including links with support services for special educational needs.</li> <li>• Advice and guidance from the SENDCo within subject areas to assess, plan, do and review adjustments relevant for students identified with SEND to make progress.</li> </ul>
6. Information about how equipment and facilities to support students with SEN will be secured.	What happens if my daughter or son needs specialist equipment or other facilities?	<p>Please refer to the Local Policy in consultations with specialist services.</p> <p>The school will provide specialist aids and equipment in accordance with assessed needs.</p> <p>The Local Authority provides specialist equipment such as wheelchairs or standing frames when prescribed by a relevant health specialist. This is also supported by the school's PD lead who monitors and</p>



		supports students with their individual needs.
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7. The arrangements for consulting parents of students with SEND about, and involving such parents/carers in, the education of their daughter or son.	<p>How will I be involved with planning for and supporting my daughter/son's learning?</p> <p>Who will help me to support her/him at home?</p>	<p>Parents/carers will be informed as soon as school has identified that a student has SEND and the school will work in partnership with parent/carers to plan and review any SEND support. As part of the assess, plan do, review process, the views of the pupil, parent/carer will be sought and considered. We believe our parents have a vital role to play in supporting their child's education and we aim to ensure that parents/carer's voice is heard.</p> <p>The Local Authority website will provide information for support groups parents can access, e.g. of these include SENDIAS.</p>
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8. The arrangements for consulting young people with SEND about, and involving them in, their education.	How is my daughter or son involved in their own learning and decisions made about her/his education?	<p>The student's views will always be obtained, 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 the assessment of their needs and reviews and transition meetings. They need to be part of the process, to know they are listened to and that their views are valued. A variety of Student Voice activities take place at Blue Coat school such as the school council, agreeing outcomes in EHC plans or feeding back on an intervention they have been part of.</p> <p>During lessons teacher feedback will lead to opportunities for students to make progress based on the feedback given in line with the School's STAR marking Policy. Teaching may also include a variety of peer and self-assessment processes. Opportunities exist within the Pastoral programme for pastoral support.</p> <p>For some students, communication may need supporting/differentiating through adjustments such as visual timetables, communicate in print or through an appropriate electronic medium.</p>
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9. Any arrangement made by the	Who should I contact if I am not happy with my	Your first step should be to make contact with your daughter or son's subject teacher,
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governing body relating to the treatment of complaints from parents/carers of students with SEND concerning the provision made at the school.	daughter or son's learning and / or progress?	<p>or alternatively through the Pastoral route (This could be through the form tutor or Head of House).</p> <p>If your complaint is around lack of progress relating to an intervention offered by SEND you should contact the SENDCo.</p> <p>If your complaint is not resolved by the teacher, pastoral team or SENDCo you can then ask for a meeting with the Senior Leader responsible for Inclusion or the Headteacher.</p>
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10. How the governing body involves other bodies, including health and social service bodies, LA support service and voluntary organisations, in meeting the needs of students with SEND and in supporting the families of such students.	<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, Complex Communications team and SEMHL team. Access to the support is through the local authority portal referral system and school.</p> <p>Provision also extends to whole family support, such as Early Help CAF, Social services and other appropriate service providers. Blue Coat fully engages with multi-agency and multi-disciplinary support. We also have a school nurse who offers support on an appointment of drop in basis; and a Chaplain who is on site on a full time basis.</p> <p>The Local Offer will provide more details on the Services Coventry currently offers and can be accessed through the local authority website.</p>
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11. The contact details of support services for the parents or carers of student of SEND, including those for arrangements made in accordance with clause 32.	Who should I contact to find out about other support for parents/carers and families of students with SEN or disabilities?	The first point of contact for support should be the SENDCo or Assistant SENDCo who will be able to advise you on different sources of support. Additional information can be obtained from the information within the Coventry Local Offer on the Local Authority website.
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12. The school's arrangements for supporting students with SEN in transferring between phases of education.	How will you help my daughter/son make a successful move during transition?	<p>Liaison with regard to the successful transition of pupils with SEND is undertaken with receiving and sending schools, colleges and universities prior to transfer.</p> <p>Transition from KS2 to KS3 is co-ordinated by the Senior Assistant Headteacher</p>
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		<p>(Inclusion) and the transition team for all students currently on the SEND register. Parents of students who have an EHCP on transition will be invited to meet the SENDCo during the summer term to discuss their daughter/son's needs. There is also the facility of enhanced transition arrangements for students who would benefit from this. This may include additional visits to the school and will be issued with a booklet to further support the Transition process.</p> <p>Partnership work with the Coventry Inclusion Team and Specialist Services is also undertaken to support those students identified by Primary schools as being vulnerable.</p> <p>Transition arrangements for pupils with SEND who are moving on to new schools or higher education are overseen by the SENDCo and may include input from other members of the inclusion team to ensure a smooth transition.</p>
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13. Information on where the LA's local offer is published.	Where can I find out about other services that might be available for our family and my daughter or son?	<p>Each county's Local Offer website has information about the services that are available; which can be searched through below:</p> <p><u>Coventry Local Offer</u></p> <p><a href="https://www.coventry.gov.uk/sendlocaloffer">https://www.coventry.gov.uk/sendlocaloffer</a></p> <p><u>Warwickshire Local Offer</u></p> <p><a href="https://www.warwickshire.gov.uk/send">https://www.warwickshire.gov.uk/send</a></p> <p><u>Solihull Local Offer</u></p> <p><a href="https://socialsolihull.org.uk/localoffer/">https://socialsolihull.org.uk/localoffer/</a></p>
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