



## SEND Information Report – Autumn 2022

### Introduction

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, Servanthood and Togetherness, for the good of all individual, the school and wider communities.

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 and/or Disabilities (SEND) to achieve their potential through high quality academic, social and cultural education, and to prepare them effectively for adulthood.

The purpose of this Information Report is to provide parents and carers with information on the way students at Blue Coat with SEND are supported. It is published in conjunction with Coventry's SEND Local Offer which can be found here: [Coventry's Special Educational Needs and Disability \(SEND\) Local Offer – Coventry City Council](#).

This Information Report can also be read alongside other important documents which can be found on the school's website, including the following policies:

- SEND
- Accessibility
- Equal Opportunities and Diversity
- Supporting Pupils With Medical Needs

These can be found here: [Policies | \(bluecoatschool.com\)](#)

## Contents (Click the link to navigate to the question)

1. [Do students with SEND come to your school?](#)
2. [What kinds of SEND do you make provision for at this school?](#)
3. [How do you know if a student has SEND?](#)
4. [What are the admission arrangements for disabled pupils?](#)
5. [How would I know that my child is receiving SEND support; how do you know they are making progress; how am I involved in the education of my son/daughter?](#)
6. [What is your approach to teaching pupils with SEND; what additional support is available to them?](#)
7. [How do you adapt the curriculum and learning environment for SEND students?](#)
8. [How do you know that your provision is working for SEND students?](#)
9. [How do you support students during transition between phases and in preparation for adulthood?](#)
10. [What facilities are available for students with a physical disability?](#)
11. [What steps do you take to prevent anyone with SEND being treated less favourably than other students?](#)
12. [What training and expertise is provided for staff working with students with SEND?](#)
13. [How can my child access activities which are outside of the classroom, including PE; what if my child needs specialist equipment?](#)
14. [What support do you offer for my child's social, emotional or mental health?](#)
15. [What anti-bullying measures are in place?](#)
16. [What should I do if I have concerns about the provision or support available for my child?](#)
17. [Who are the key contacts for Inclusion at Blue Coat?](#)
18. [What additional services are available for young people with SEND?](#)
19. [Where else can I go to for support and advice?](#)

### 1. Do students with SEND come to your school?

Blue Coat is a mainstream school and as such, all of our students experience a full breadth and depth of curriculum taught in full mainstream classes alongside all other students. The school has a dedicated provision known as The Hub which is where students with SEND access interventions and additional support. Blue Coat School's SEND numbers are broadly in line with average SEND numbers in secondary schools nationally. [Contents](#)

## **2. What kinds of SEND do you make provision for at this school?**

The SEND Code of Practice (2014) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/291124/SEND_Code_of_Practice_0_to_25_years.pdf) identifies four areas of SEND: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and Physical Needs. Blue Coat's SEND Register contains students in all four areas of need. [Contents](#)

## **3. How do you know if a student has SEND?**

Some students who join Blue Coat have an already identified SEND which is shared with the school during the transition process. These students automatically join the SEND Register at secondary school.

Teachers are responsible and accountable for the progress of students in their classes. Where a student is not making expected progress, or where a teacher is concerned about their progress, they are identified and placed into a robust Triage process. Evidence is analysed for students within the Triage process, such as through monitoring of classwork, observations and through feedback from parents. At the end of this process, if it is evident that a student needs support above and beyond that of Wave 1 high quality teaching, they will be placed on the SEND Register.

Students on the SEND Register have a Student Passport written which outlines their areas of concern and the strategies a teacher must employ in order to better meet the needs of that student. Pupil and parent voice is also captured as part of this process.

Some students have Passports written where there is an identified other need or where an additional need is being monitored. Students on the SEND Register have a Key Adult assigned to them from the Hub to support and monitor their progress. [Contents](#)

## **4. What are the admission arrangements for disabled pupils?**

The school's Admissions Policy can be found on the website [Policies | \(bluecoatschool.com\)](https://www.bluecoatschool.com/policies/) . The Accessibility Policy also outlines how the school meets the needs of disabled students. Parents and carers of children with SEND are encouraged to attend the additional transition tours and meetings which are offered to Year 5 and 6 families. Separate meetings with the SENDCo are offered to parents and carers of children to discuss bespoke individual needs if necessary. [Contents](#)

## **5. How would I know that my child is receiving SEND support; how do you know they are making progress; how am I involved in the education of my son/daughter?**

As part of the Triage process parents are contacted and a discussion or meeting takes place with the SENDCo. If a student is included on the SEND Register they are assigned a Key Adult who checks in on them in class and oversees their academic and social progress. The Hub Key Adult will be in touch with the parent/carer to inform them of the support being provided to the student. A Passport is written which outlines the student's needs and captures Pupil Voice. This Passport is sent home and parents have the opportunity to provide feedback.

High quality teaching, adjusted for individual students, is the first step in our school's response to students to have or may have SEND. Our teachers closely monitor the progress made by all students and support is coordinated by the school's SENDCo. Assessment points can be found in the curriculum maps on the website and take place at least half termly in each subject and usually more often.

Details regarding the school curriculum can be found on the school's website: [Subjects | \(bluecoatschool.com\)](http://Subjects.BlueCoatsSchool.com). Teachers can be contacted by email directly or parents are encouraged to contact the House team if there are any questions or queries. The SEND Department can provide feedback and monitor progress.

There are three review and reporting cycles for each student across the year, including one parents' evening. Parents/carers are welcome to book additional meetings with key staff if required. Student Passports are reviewed at least annually but usually more often than this, and parents'/carers' comments feed into these reviews.

Students who have an Educational, Health Care Plan (EHCP) will have more regular meetings with the SENDCo or other staff, and a formal Annual Review once a year to monitor progress against specific targets.

[Contents](#)

## **6. What is your approach to teaching pupils with SEND; what additional support is available to them?**

Blue Coat School places an emphasis on High Quality Teaching: that means that there is a rigorous approach to ensuring that all teachers have the information they need to meet the needs of all their learners no matter their starting point or barrier to learning.

Students with SEND are expected to follow all the school expectations and rules, attend all lessons alongside their peers, accessing the main curriculum with adjustments and approaches which recognise any additional needs.

Blue Coat operates a graduated system based on three Waves of approach. Although not an exhaustive list, the table below indicates the graduated approaches to teaching which the school promotes for learners with SEND.

<b>Wave 1</b> Universal provision available to all students including those with SEND	<b>Wave 2</b> Targeted and bespoke support, which may be short or longer term	<b>Wave 3</b> Specialist targeted intervention
<ul style="list-style-type: none"> <li>• The '4 For All': emphasis on key elements in teaching – Key words/reading; visual cues; chunk and check; time</li> <li>• Access to pastoral support</li> <li>• Scaffolding and modelling for tasks</li> <li>• Adjustments in line with the '5 C's', such as remodelling the Classroom, or ensuring Clarity of instruction</li> <li>• Use of technology such as Class Charts (for homework) and visualisers</li> <li>• Full mainstream curriculum of all subjects at KS3 (including languages, technology etc.)</li> <li>• Accelerated Reader for Year 7 and 8, which tracks and monitors progress in reading</li> <li>• Support from the Chaplain, tutor and other trained adults</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the Hub during social times as a safe space</li> <li>• A Key Adult who is there to monitor and support</li> <li>• Check ins with the Key Adult who will visit them in class and offer mentoring sessions</li> <li>• Student Passport which details needs and strategies</li> <li>• Assistive Technology such as laptop usage for those who qualify</li> <li>• Out of class interventions to develop specific skills such as times tables or high frequency words</li> <li>• Amendments to timetables for some students in Key Stage 4, which may involve Work Related Learning opportunities or Supported Study sessions</li> <li>• Access to other programmes such as Boomerang (resilience), Library Dog or Lexonik (literacy)</li> <li>• Access to school counsellor</li> </ul>	<p>Referrals and work with external agencies who meet with students in school such as:</p> <ul style="list-style-type: none"> <li>• Mental Health in Schools Team</li> <li>• School Nurse</li> <li>• Complex Communication Team (CCT)</li> <li>• Social, Emotional and Mental Health and Learning Team (SEMHL)</li> <li>• Educational Psychologist (EP)</li> </ul> <p>Referrals to other agencies such as:</p> <ul style="list-style-type: none"> <li>• Early Help</li> <li>• Grapevine</li> <li>• Coventry Autism Support Service (CCASS)</li> <li>• Extended School Non Attendance Advisory Panel (ESNAAP)</li> <li>• Coventry Inclusion Team</li> <li>• Attendance Advisor</li> </ul>

## **7. How do you adapt the curriculum and learning environment for SEND students?**

Teaching staff undertake regular Professional Development (CPD) and training on matters relating to SEND, such as the school's 4 For All approach to teaching. The school's Quality Assurance Calendar and Instructional Coaching Programme enable quality professional discussions to take place which develop the practice of teachers.

All teachers are given key documents to inform their practice, such as the 'Inclusive Classroom' booklet which equips staff to adjust their curriculum and classroom for SEND students.

Throughout the year, Professional Development sessions take place where specific students or specific needs are discussed and actions agreed which enable staff to make adjustments in line with students' needs. [Contents](#)

## **8. How do you know that your provision is working for SEND students?**

We regularly undertake reviews, both internal and external, to support the evaluation of SEND at Blue Coat. These evaluations include seeking the opinions and feedback of parents, who can contact the school on a dedicated email address [send@bluecoatschool.com](mailto:send@bluecoatschool.com), and regular Student Voice panels.

The school follows the Assess – Plan – Do – Review cycle (APDR) and each intervention is targeted, logged and evaluated to ensure it is delivering success for the students.

SEND Leadership hold an Inclusion Development Plan. SEND progress also informs the School Development Plan. [Contents](#)

## **9. How do you support students during transition between phases and in preparation for adulthood?**

The school has a full Personal, Social and Health Education programme which can be found on the website: [PSHE | \(bluecoatschool.com\)](http://bluecoatschool.com). This programme covers issues relating to aspiration and careers.

The school's full time careers advisor works with students in every year. Students take their GCSE options in Year 9 where future pathways are discussed more thoroughly.

SEND students have additional bespoke PSHE sessions and the SEND department works closely with the careers advisor to promote pathways which are appropriate for each learner. Students with SEND are prioritised in their careers interviews in Key Stage 4. Those with an EHCP have an additional careers interview with an external advisor in Autumn of Year 11 to ensure their future pathway is appropriate.

A number of SEND students go on to study A Levels in the school. Whilst we recognise that this is not an appropriate path for all students, we have high expectations for all of our students, and aim to make Level 3 qualifications at the school's Sixth Form a realistic and aspirational goal for all students who are wish to do so. [Contents](#)

#### **10. What facilities are available for students with a physical disability?**

Timetables and rooms are adjusted to support students with physical disabilities, so where necessary students have their lessons on the ground floor. There are accessible toilets in three buildings.

The school utilises support from the Local Authority and through the Occupational Health Team can access funding to make physical adjustments to facilities where this is deemed necessary.

Teaching staff receive additional training around disabilities where this is identified, and they work closely with the SENDCo to follow the guidance on Student Passports to make sure that reasonable adjustments are in place (eg. pre-prepared materials). The Access Arrangements Coordinator is responsible for working alongside the class teacher to ensure that 'normal ways of working' are followed in class, such as different coloured paper, or the use of assistive technology. [Contents](#)

#### **11. What steps do you take to prevent anyone with SEND being treated less favourably than other students?**

Blue Coat has a robust anti-bullying policy which can be found on the school's website. Staff receive training on matters relating to SEND and how to ensure that the behaviour policy is applied consistently whilst also taking into account the needs of individuals with SEND. The Pastoral team meet daily to discuss students to ensure fairness and an equitable approach to the way individuals are treated.

The SEND team meet daily to discuss students and work closely with teaching and support staff to ensure that the needs of students are met without prejudice or bias. [Contents](#)

## **12. What training and expertise is provided for staff working with students with SEND?**

Continual Professional Development (CPD) which takes place during the year has an element of SEND woven throughout. Staff receive bespoke specific training sessions on training days related to SEND. Staff have access to a bank of training materials and videos which support their knowledge and understanding of SEND.

Training is provided throughout the year through regular drop in meetings which focus on individual students.

The school also draws upon the expertise of specialist services in delivering training material. This is delivered through agencies such as Coventry and Warwickshire Partnership Trust (CWPT), the Educational Psychologist Service, Sensory Support and the Virtual School.

Each Learning Support Assistant undertakes a range of CPD courses to support them to specialise in the needs of the students they oversee and support. A number of other staff hold additional specific qualifications related to SEND, such as the Access Arrangement Coordinator or the Thrive Practitioners.

[Contents](#)

## **13. How can my child access activities which are outside of the classroom, including PE; what if my child needs specialist equipment?**

At Blue Coat we offer a full range of extra curricular enrichment activities which can be found the website here: [Enrichment | \(bluecoatschool.com\)](#) .

Staff work hard to ensure that the enrichment programme is accessible to all students, and participation of SEND students in many extra curricular activities is high. Numbers are monitored and staff who lead activities are asked to consider how the needs of students can be met.

In PE and other practical subjects such as technology, staff adapt their teaching methods in order to meet the needs of students. This may include adaptations to curriculum (eg the sports which are practised) or adjustments to teaching (such as pre-preparing ingredients in Food Technology).

A member of staff working in the Hub is responsible for supporting our physically disabled students to ensure that adjustments are made and any specialist equipment is sourced, working with agencies such as Occupational Therapy or Sensory Support.

[Contents](#)



#### **14. What support do you offer for my child's social, emotional or mental health?**

The school places a great deal of focus on emotional and mental wellbeing. The school's Chaplain is the mental health lead and a member of SLT is the mental health strategic coordinator. There is a Mental Health Protocol which staff follow to support students, including a Panel of specialists in the school who act as a support for staff and students.

SEND and other vulnerable students are provided with a quiet, safe space in the Hub for their social times. Other students who need support can access their pastoral House teams during these times. Spaces in school which are supervised during social times include the Chaplaincy and the Library where students can access pastoral support.

A SEND student panel occurs regularly to seek the views and opinions of students at Blue Coat. This is alongside the School Councils which take place weekly and actions occur as a result of this feedback.

For students with specific social, emotional and mental health needs there are a range of interventions and referrals which can take place. The school runs Boomerang, a resilience programme for Key Stage 3 students. More specialist interventions also operate from the Hub, such as the Thrive approach. For students with more long term or complex needs, the school has a part time counsellor who delivers person-centred support. The school also has external specialists such as the School Nurse, the Mental Health in Schools Team and the Social, Emotional, Mental Health and Learning Team (SEMHL). [Contents](#)

#### **15. What anti-bullying measures are in place?**

Blue Coat takes all matters of bullying very seriously. This is dealt with through the Pastoral system, reinforced through regular sessions such as through PHSE. The school have Anti-Bullying Ambassadors and dedicated email addresses for students to seek help or advice. During Anti Bullying week the students receive additional education on matters relating to cyber bullying and the impact of social media, although these are covered throughout the year in the tutor programme and PSHE as well. The Anti-Bullying policy can be found on the website here: [Policies | \(bluecoatschool.com\)](#) . [Contents](#)

#### **16. What should I do if I have concerns about the provision or support available for my child?**

In the first instance, tutors are the point of contact for everyday concerns. The Pastoral House teams are also able to look into issues or worries which cover a range of lessons or wider progress and you should be encouraged to contact the Househead for an update. Classroom teachers can also be contacted by email.

If you are concerned about the provision of SEND in the classroom or as part of an intervention, or if you are concerned about your child's progress relating to SEND in general, please contact the SENDCo Mrs Ram. If your concern is not resolved by the classroom teacher, tutor or in contact with the SENDCo then you can speak to the Senior Assistant Headteacher (Inclusion), Mr Phipps. Both Mrs Ram and Mr Phipps can be contacted by emailing the dedicated SEND email address [send@bluecoatschool.com](mailto:send@bluecoatschool.com) .

All concerns and complaints are taken seriously. A good relationship is important between home and school in order to achieve the best outcomes for all students. [Contents](#)

### **17. Who are the key contacts for Inclusion at Blue Coat?**

The school's Inclusion strategy is led by the Senior Assistant Headteacher (Inclusion), Mr Phipps, who also takes responsibility at Senior level for Looked After and Previously Looked After Children, transition from Year 6, and those students who have English as an Additional Language. The Senior Assistant Headteacher is a qualified SENDCo.

The school has a full time qualified and experienced SENDCo, Mrs Ram, who teaches a SEND curriculum and is based full time in the school's Hub.

SEND staff can either be reached on their individual emails or via the dedicated email address [send@bluecoatschool.com](mailto:send@bluecoatschool.com) .

The SEND department fully supports the principles of inclusion and the need for all students to access a broad and balanced curriculum. Classroom teachers are key to this approach. Nevertheless, the school's Hub also has a number of Learning Support Assistants who each have a group of Key Students who they oversee. Any student on the SEND register has a Key Adult who will check in with them and contact parents/carers. [Contents](#)

### **18. What additional services are available for young people with SEND?**

Coventry's Local Offer details all the services and networks which are available to support SEND children, young people and their families. The Local Offer can be found here: [Coventry's Special Educational Needs and Disability \(SEND\) Local Offer – Coventry City Council](#)

Warwickshire County's Local Offer can be found here:  
[SEND Local Offer – Warwickshire County Council](#)

Some of the services which the school use regularly can be found below. The SENDCo or other staff can advise whether any of these services would be appropriate for your child.

<b>Service</b>	<b>Contact</b>	<b>Offer</b>
Coventry Complex Communication Team (CCT)	<a href="#">Complex Communication Team – Coventry City Council</a>	The school buys into this local service to support students with communication needs
Social Emotional Mental Health and Learning Team (SEMHL)	<a href="#">Social Emotional Mental Health and Learning Team (SEMHL) – Coventry City Council</a>	The school buys into this local service to support students whose wellbeing or behaviour is a concern
Educational Psychology Service	<a href="#">Educational Psychology Service – Coventry City Council</a>	The school buys into this local service to support students where further exploration or assessment is required
Sensory Support Service	<a href="#">Sensory Team – Coventry City Council</a>	Provides specialist support for students with hearing or vision difficulties
Coventry Speech and Language Therapy	<a href="#">Home - Childrens SSLT (coventrychildrenssl.co.uk)</a>	A referral service for supporting students with their speech and communication
CW Mind – Community Children’s Autism	<a href="#">CW Mind - Community Children's Autism Support Service (CCASS)   Coventry Information Directory</a>	Support for young people with autism and their parents/carers
Child and Adolescent Mental Health Service	<a href="#">Home   CAMHS (cwrise.com)</a>	Range of services which provide mental health and wellbeing support to young people in Coventry
Coventry Children and Young People’s Occupational Therapy	<a href="#">Home » Children &amp; Young People’s Occupational Therapy Service Coventry (covkidsot.co.uk)</a>	A service which supports young people with their physical or sensory development needs
Coventry Early Help	<a href="#">Early Help – Coventry City Council</a>	A partnership of organisations that provide help, advice and support to families

## 19. Where else can I go to for support and advice?

Further information about any of the support services listed in the Local Offer can be obtained from Hub staff in school. Specialist SEND advice can be sought from the SEND Information, Advice and Support Service (SENDIASS). This service offers impartial and confidential advice on SEND and can be found here: [SEND Information, Advice and Support Service \(IASS\) – Coventry City Council](#)

[Contents](#)