



# Inspire Education Trust

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## Special Educational Needs and Disabilities (SEND) Information Report – Blue Coat School

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## Document History

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## Contents

Contents.....	3
Introduction.....	4
1. What areas of SEND does Blue Coat provide for?.....	5
2. Which staff will support my child, and what training have they had?.....	6
3. What should I do if I think my child has SEND?.....	8
4. How will the school know if my child needs SEND support?.....	8
5. How will the school measure my child’s progress?.....	9
6. How will I be involved in decisions made about my child’s education?.....	10
7. How will my child be involved in decisions made about their education?.....	11
8. How will the school adapt its teaching for my child?.....	11
9. How will the school evaluate whether the support in place is helping my child?.....	14
10. How will the school resources be secured for my child?.....	14
11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?.....	14
12. How does the school make sure the admissions process is fair for pupils with SEND?.15	
13. How does the school support pupils with disabilities?.....	16
14. How will the school support my child’s mental health, and emotional and social development?.....	16
15. What support will be available for my child as they transition into Blue Coat, prepare for the new school, or in preparing for adulthood?.....	17
16. What support is in place for looked-after (CIC) and previously looked-after children with SEND?.....	18
17. What should I do if I have a complaint about my child’s SEND support?.....	18
18. What support is available for me and my family?.....	18
19. Glossary.....	19

## Introduction

Dear Parent,

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.

We believe that all 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 our underserved students who have Special Educational Needs and/or Disabilities (SEND) to achieve their potential through high quality academic, social and cultural education, 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 SEND Local Offer | Let's Talk Coventry](#).

We encourage our parents to read this information report alongside other relevant documents which can be found on the school's website, including the following policies:

- SEND Policy
- Accessibility Policy
- Equal Opportunities and Diversity Policy
- Supporting Pupils with Medical Needs policy

The school's website is: <https://BlueCoatSchool.com>

If you require a copy of a policy, you can also contact the school office by calling **02476223542** or emailing staff in the school office to send you a copy of the policy on [schooloffice@bluecoatschool.com](mailto:schooloffice@bluecoatschool.com).

Thank You for taking the time to read our Special Educational Needs and Disabilities information report.

## 1. What areas of SEND does Blue Coat provide for?

Blue Coat is a mainstream school and as such, all our students experience a full breadth and depth of curriculum taught in mainstream classes alongside all other students. We recognise and embrace the pedagogy views that Quality First Teaching within the classroom is the key to student's learning and progress and put this at the heart of what we do.

Alongside this, we pride ourselves in working with students who, for many reasons may require additional support to ensure they thrive, progress and become model citizens of the future, having the skills to develop their individual pathways of life. This is achieved through a whole school approach which includes an emphasis upon our CHRIST (Care, Hard work, Respect, Integrity, Servanthood and Togetherness) and John 10:10 'Living life in all its fullness' values which create the ethos of our 'Blue Coat Community'.

This creates an environment where students feel part of a community which is safe, nurturing and supportive in terms of a strong Senior Leadership Team, Pastoral Team, Teaching Team, Support Team and SEND Team which strive to put our students and parents at the heart of what we do.

The school has a dedicated SEND department, which works closely within the whole school supportive ethos, where students with SEND can access a range of interventions and additional support, which cannot be supported within the classroom through Quality First Teaching alone.

The Code of Practice (2015): [SEND Code of Practice January 2015.pdf](#), identifies four areas of SEND: Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Physical and Sensory needs. The Blue Coat community has students within all four areas of SEND.

Our school community provides for pupils with the following needs as set out within the Code of Practice (2015):

Area of Need	Code of Practice Reference	Information on the different areas of need as set out in the Code of Practice (2015)
Communication and Interaction	6.28 and 6.29 on page 97	<ul style="list-style-type: none"><li>• Children and young people with <b>speech, language and communication needs (SLCN)</b> have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.</li><li>• Children and young people with <b>ASD</b>, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</li></ul>
Cognition and Learning	6.30 and 6.31 on pages 97 and 98	<ul style="list-style-type: none"><li>• Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (<b>MLD</b>), severe learning difficulties (<b>SLD</b>), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility</li></ul>

		<p>and communication, through to profound and multiple learning difficulties (<b>PMLD</b>), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties (<b>SpLD</b>), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</li> </ul>
<b>Social, Emotional and Mental Health Difficulties</b>	6.32 on page 98	<ul style="list-style-type: none"> <li>• Children and young people may experience a wide range of <b>social and emotional difficulties</b> which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying <b>mental health difficulties</b> such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as <b>attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</b></li> </ul>
<b>Sensory and/or physical needs</b>	6.34 and 6.35 on page 98.	<ul style="list-style-type: none"> <li>• Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people <b>with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)</b> will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.</li> <li>• Some children and young people with a <b>physical disability (PD)</b> require additional ongoing support and equipment to access all the opportunities available to their peers.</li> </ul>

## 2 Which staff will support my child, and what training have they had?

Within the Blue Coat Community, all staff will support your child, however there are different levels of support offered depending upon what your child needs. Outlined below, is the holistic support on offer, however this is constantly changing to the growing needs of our students:

- The Senior Leadership Team who are all qualified teachers, support and safeguarding leads undertake the strategic planning which underpins the Blue Coat School Community approach. They are constantly updating their skills in relation to their areas of expertise to ensure that the strategic planning includes the most up to date research to effectively support out learners within all underserved areas, including SEND.
- Pastorally, the team includes members of the Senior Leadership Team, Heads of Houses, Assistant Heads of Houses, Tutors, Chaplain, Behaviour Manager, careers advisory team, a range of support staff and a safeguarding team who are all well qualified in their expert areas to support different aspects of SEND needs.
- A large Quality First Teaching staff body and an in-school cover team who provide support to all of our students. This includes the Senior Leadership Team, Heads of Departments, Teaching staff and subject support staff within some core subject areas. All teaching staff are qualified within their specialist subjects. Staff are supported by our CPD team who undertake additional training to provide high quality and bespoke staff development over time.
- The SEND (Special Educational Needs and Disabilities) team include a qualified SENDCo who is on the Senior Leadership Team, an Assistant SENDCo who is qualified to provide

Access Arrangement support to our students and works closely with the Examinations Manager and the examinations team throughout the year, an Associate SENDCo who is currently training and supporting our Post-16 provision, HLTA's who provide support for three areas of need, namely Cognitive and Learning, Social and Communication and Physical and Sensory. We also have a dedicated HLTA supporting our students with EAL. In addition, we have an SEMH Lead who is supported by the school counsellor and a member of the Senior Leadership Team. We also have a team of TA's who provide support for more complex needs in-line with OFSTED, National, and the Coventry SEND framework.

Examples, of the interventions we offer are:

- Lego Therapy
- Lexonik
- Flash Academy
- Thrive
- English and Maths interventions
- Touch Typing
- Accelerated Reading
- Counselling
- Anger Management
- Guardian Ballers
- Social interaction and Communication support
- Dyslexia specific support
- Wellbeing support

### External agencies and experts

Alongside, our Blue Coat community provisions, there are times when students require a higher level of support for many different reasons, which require a different model. As such, we work with and refer to several agencies where we feel this would be beneficial to the student following very careful consideration within our graduated approach model. These include:

- Speech and language therapists (SALT)
- Educational psychologists (EPS)
- Complex Communication Team (CCT)
- Social, Emotional and Mental Health Specialist Teacher (SEMHL)
- Occupational therapists
- GPs or paediatricians
- Compass -School Nurse Service
- RISE - Child and adolescent mental health services
- SENDAR – supporting children who have an EHCP
- Social services and other local authority (LA)-provided support services
- Community Autism Support Services (CASS)
- Grapevine
- Neurodevelopment Team
- CAMHS Crisis Team
- Coventry Alternative Provision/InspirEd
- Eating Disorder Team
- Diabetes Team
- Sensory Support Services

### 3 What should I do if I think my child has SEND?

Blue Coat takes a triangulated approach to the identification of SEND and understands that the processes work best if the parent and child are at the heart of the process. Therefore, we actively encourage parents to contact the school if they have any concerns about their child. The diagram below sets out the flow of actions which will be taken should you have concerns:

#### Parental Referrals for SEND

1. Contact the SENDCo and explain your concerns, giving as much information as possible - k.ram@bluecoatschool.com

2. The SENDCo will organise for a triage to be undertaken to gain as much information about the student as possible to identify any needs and where they exist.

3. Following the triage a meeting will be organised for all parties to discuss the findings and plan the next steps.

4. The agreed actions will be put into place for the agreed level of time to see if they are successful in supporting the identified needs.

5. A review will be undertaken at the end of the actions to see whether or not progress has been made. If successful, the student will be monitored for an agreed period of time, if unsuccessful the next steps will be agreed and implemented as a team.

### 4 How will the school know if my child needs SEND support?

When students transition into the Blue Coat community, they may already have identified SEND needs. This is shared with the school during our transition process which includes visits to the primary setting, discussions with the SENDCo and teaching staff, Blue Coat open evening, a range of visits to Blue Coat in advance of the formal transition day where required, the Local Authority annual transition day and a transition programme during the first few days of joining the school. In addition, when the student is added to the roll of Blue Coat, the SEND code which has been allocated to the student will also transfer across.

Blue Coat undertakes whole school training on the identification of SEND and there is an embedded referral process in place to notify of concerns. Therefore, all staff are aware of identifying SEND and are fully conversant with the referral processes which support this. Referrals are made on a regular basis linked to all four areas of need as set out in the 2015 Code of Practice.

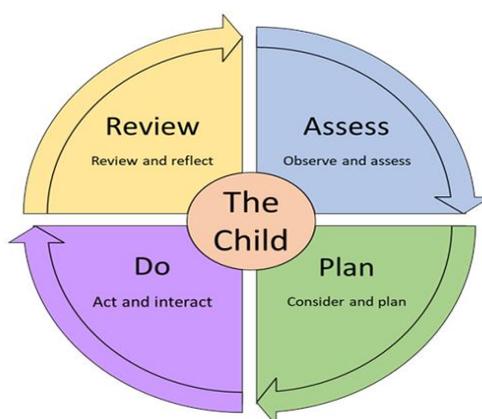
Where a member of staff notices concerns, they will follow the referral process. This will trigger a holistic triage process which mirrors that of a parental concern and will include all of the relevant stakeholders and discussions and communications with the parents and student. The triage looks at all aspects of learning, attendance, behaviour, parental information and student information to ensure a whole overview is available for consideration. Once the information has been gathered, the SENDCo will review all of the findings, and will develop a plan of action with yourself and the student moving forward. This plan may include internal interventions, external referrals or specialist agency support depending upon the identified needs. During this process, specialist advice will be implemented, alongside monitoring to consider if progress is being made. This may include the use of data, lesson observations and professional and/or multi-agency meetings.

When your child is identified as requiring SEND support, their name will be added to the school's SEND register after gaining permission from yourselves. This will initially be coded as 'm' (monitor) and may move to 'k' (SEND support) when we have gathered all the assessment evidence we need. All children on the SEND register will have an IEP (Individual Education Plan) and this is reviewed termly. The IEP is made available for all staff who have contact with your child to ensure that support is aligned across all subjects, so it is effective. The IEP will have impactful targets and supportive strategies to inform staff of how best to support your child and therefore enable them to make progress over time. This will sit alongside the subject specialist's information and targets to ensure planning for teaching and learning include the adjustments relevant for subject specific learning. Depending upon the need and level of need, additional support outside of this may be put into place with the intention of supporting your child to thrive within the Blue Coat community in the short and long term.

## 5 How will the school measure my child's progress?

Blue Coat uses a range of methods to measure the progress of your child.

- Your child will undertake regular topic tests each half-term in all subjects. This gives us regular information on where your child is progressing well and identifies areas which may need monitoring and/or support as part of our Quality First Teaching offer. As set out in the Code of Practice 2015, staff teaching your child are responsible for the progress they are making. This is supported by the Head of Department, pastoral team and SEND team depending upon need.
- Your child will at key points in their learning undertake standardised tests which looks at longer term progress and further supports the school's ability to identify literacy or numeracy-based concerns which may prevent a student from being able to fully access the curriculum. This enables school to really target the support your child is given to close any gaps in learning they might have.
- Where a student has identified SEND needs, it is important that there is a clear and measurable approach to the support in place. There needs to be alignment between Quality first Teaching, interventions and specialist support which has been agreed with yourself and your young person. The process will also enable the development of next steps of support over time, which is essential to ensuring your child's provision considers any changes to need, which require adjustments at different times. Therefore, as set out in the Code of Practice 2015, The school follows a graduated approach, which is a four-part cycle of **assess, plan, do, review**. This ensures that a clear process is used, and that the student is well monitored throughout their time at Blue Coat in a measurable manner over time.



This will also include alignment to the three waves of provision model. Therefore, triangulating the process, to have the most impact over time.

**Blue Coat School SEND offer wave 1**

Quality First Teaching  
(Universal Provision)

Target Group: All pupils receive high quality inclusive teaching, with well differentiated lessons and classroom strategies.

Provision Includes:

- High quality subject curriculum, which is engaging, progression, accessible, motivating, and inclusive to all.
- Follows whole school policy and systems regarding attendance, behaviour, productivity, classroom expectations and identifying potential needs in a timely manner.
- Regular assessment either formative or summative in-line with whole school policy, giving constructive feedback to support students to make progress.
- Effective use of adaptive teaching to support students in real-time.
- Welcoming and comfortable learning environment

Examples:

- Clear instructions
- Visual aids, Chunking and checking
- Multi-sensory approaches
- Reward points
- Robust schemes of work planned in mind for all

**Blue Coat School SEND offer wave 2**

Targeted Support  
(Short-Term Interventions)

Target Group: Pupils who need additional support to close gaps or address specific barriers including SEND, EAL and disadvantaged students.

Provision Includes:

- Small group interventions to target an identified need completed in lesson or the SEND department. The intervention will follow the Assess, Plan, Do and Review protocol as set out in the Code Of practice. Appropriate start, and end point assessments are completed.
- Time-limited programmes led by LSAs or appropriate specialist staff in school. (APDR and start/end point assessments).
- Intervention materials provided by external professionals completed in school which are time limited. (APDR and start/end point assessments)
- Whole school timetabled interventions which are run for various periods of time to promote pupil progress and include regular assessment points.

Examples:

- Accelerated reader
- Lexia
- Flash Academy
- Social Communication intervention

**Blue Coat School SEND offer wave 3**

Specialist and Individualised Support  
(Medium/Long Term Intervention)

Target Group: Pupils with significant and/or complex SEND needs within all student groups.

Provision Includes:

- Adaptions to curriculum and learning environment based upon professional advice.
- Individualised Learning Plan or EHCP
- Inclusion of 1:1 support in lessons with targeted LSA and Teacher support
- Highly personalised interventions using advice from professionals.
- Involvement of appropriate external professionals to support identified needs.

Examples:

- Personalised timetable and/or foundation level courses
- Referral to NHS, CCT, SALT, SEMHL, Ed Psych and OT
- EHCP reviews
- Use of the curriculum support area.
- Coventry Alternative Provision.

Once your child has been assessed and the plan has been agreed, your child will be assessed at the key points of the plan. This is usually at the start of the plan, so we have 'baseline information' which we then measure against as the plan moves forward to identify if progress is being made, and to identify any potential adjustments which need to be made where necessary. At the end of the agreed process a review will take place to consider and agree next steps moving forward.

## 6 How will I be involved in decisions made about my child's education?

Your involvement in making decisions about your child's education is crucial and welcomed by the school. This is reliant upon good communication throughout the time your child is with us, and we use a range of communication methods to ensure you are informed and involved in the progress and education of your child.

- There are three reporting points each year which include your child's current progress, their attitude to learning and supportive targets for progress. In years 7-9, these follow on from the primary school reporting levels. Once your child has begun their GCSE and 'A' level pathway in years 10-14, this will include current progress, expected targets and set target grades. All reporting will also include data from our positive behaviour system and attendance system. The reporting will include one on-line parents evening where you can talk to each subject teacher, one interim report which will be sent to you, and one full reporting point over the year. This is in-line with the statutory reporting protocol.
- You will be fully involved in the IEP process three times each year and will be able to provide up to date information and suggest amendments to the current plan when required.
- You will be contacted by the SEND member of staff who will be monitoring your child and will receive regular updates during the year of SEND progress. This will include information regarding interventions which form part of your child's support.

- You will be invited to any external professional consultation meetings, where discussions about assessments, outcomes and future plans/support are discussed.
- If school or yourselves have any concerns about your child, contact should be made to discuss this at the earliest opportunity. This can be through email or telephone and advice is below as to who the best person to contact would be:

- A pastoral concern – Head of House or Assistant Head of House
- A SEND concern- SENDCo and/or their support HLTA or TA
- A safeguarding concern – Safeguarding Lead
- An appointment or absence – Attendance team

## **7 How will my child be involved in decisions made about their education?**

Blue Coat fully involves your child in the decision-making processes which affect them. As previously mentioned, we aim to put your child and yourself at the heart of the process throughout their time at Blue Coat. Depending upon the support needs, the needs of your child, and your knowledge we will decide as a team how this is managed. However, as part of this process, we may seek the views of your child in the following ways:

- Creating a Pupil View form to share their thoughts and ideas. This can be in written or visual form as appropriate.
- Joining meetings, as appropriate to discuss aspects of their progress and next steps.
- Meeting with a trusted member of staff to discuss timetable or subject concerns.
- To express their views on something which has happened, which may require a statement or a discussion.
- They will be invited to attend option evenings where they gain information on what they will be studying in different subjects.
- They will be invited and take part in explaining the options processes, so they are fully informed of how the processes work. At post-16, this will include information on UCAS applications.
- They will receive feedback on assessments and next steps, which includes revisiting work to make improvements to develop skills.
- Involvement within EHCP reviews at key points within their education to ensure the next steps are right for them.
- They can take part in extracurricular activities which link to careers and take part in organised careers events organised by the school and/or external agencies where possible to support subject choices.
- Your child will be fully involved in the Access Arrangements process to ensure that provisions are in place which really support your child within assessments.
- Pupil Voice surveys will support your child to feedback their thoughts on their education provision.

## **8 How will the school adapt its teaching for my child?**

As set out in the 2015 Code of Practice, your child's subject teachers are responsible and accountable for the progress and development of all the pupils in their class using the Quality First teaching approach. High-quality teaching is our first step in responding to your child's needs. We will ensure that your child has access to a broad and balanced curriculum throughout their time with us.

Quality First teaching will include 'reasonable adjustments' being made to better suit how a pupil works best. This means that planning and teaching considers the 'reasonable adjustments' needed

for the students to ensure they can access and progress in their learning. There are a wide range of 'reasonable adjustments' which can be put into place to support your child's needs, and a few of these are considered below, but adaptations will always reflect need:

Examples of 'reasonable adjustments':

- Blue Coat tailors its inclusion framework around the eight pillars of inclusion which include relationships, room, resources, response, relevance, resilience, retention and recall. At the heart of this is the creation of an inclusive classroom environment which supports every child's learning and growth over time. This includes adapting the curriculum at all levels, and across all subjects to include a multisensory and adaptive approach which could include careful consideration of groupings, pedagogy, content and delivery of lessons.
- Consideration to access of the curriculum such as including additional processing time, styles of questioning, timings for activities, use of colours, font sizes, amounts of information, subject specific words, reading and organisation.
- Careful consideration of resources and staffing.
- Using professional advice in aids such as laptops, coloured overlays, visual timetables, fidget toys, timers, writing slopes, specialist writing equipment, reading rulers, number lines to name a few.
- Teaching assistants will support pupils on a 1-to-1 or in a small group where necessary. This is under the direction of the class teacher and SENCo.

In addition to Quality First Teaching 'reasonable adjustments', we may also offer a range of support depending upon the needs of the students:

Area of need	SEND need	Possible strategies to support need
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	<ul style="list-style-type: none"> <li>➤ Adjusted timetables</li> <li>➤ Stepped instructions to need</li> <li>➤ Respite time</li> <li>➤ Social stories</li> <li>➤ Social and Communication groups</li> <li>➤ Time out cards</li> <li>➤ Small setting for break and lunch</li> <li>➤ Complex Communication Support</li> <li>➤ Use of ear loops/defenders and fidget aids</li> <li>➤ Access Arrangements</li> <li>➤ Lesson check-ins</li> </ul>
	Speech and language difficulties	<ul style="list-style-type: none"> <li>➤ Speech and language therapy</li> <li>➤ Direct teaching of topic vocabulary</li> <li>➤ Vocabulary glossaries</li> <li>➤ Stammer support</li> <li>➤ Access Arrangements</li> <li>➤ Lesson check-ins</li> </ul>
<b>Cognition and learning</b>	Specific learning difficulties, including	<ul style="list-style-type: none"> <li>➤ Writing slopes</li> <li>➤ Coloured overlay and/or glasses</li> <li>➤ Dyslexia dictionary</li> </ul>

	dyslexia, dyspraxia and dyscalculia	<ul style="list-style-type: none"> <li>➤ Accelerated Reader</li> <li>➤ Lexonik (6 week reading scheme)</li> <li>➤ Worksheets on colour preference sheets</li> <li>➤ Literacy skills development small group catch-up sessions</li> <li>➤ Adapted PowerPoints</li> <li>➤ Reading guides</li> <li>➤ Writing aids</li> <li>➤ Numeracy aids</li> <li>➤ Lesson check-ins</li> <li>➤ Access Arrangements</li> </ul>
	Moderate learning difficulties	<ul style="list-style-type: none"> <li>➤ Visuals and subject specific aids as required</li> <li>➤ Lesson check-ins</li> <li>➤ Chunk and Check strategies</li> <li>➤ Multisensory activities</li> <li>➤ Access Arrangements</li> </ul>
	Severe learning difficulties	<ul style="list-style-type: none"> <li>➤ Pre-teaching and over teaching</li> <li>➤ Precision Teaching</li> <li>➤ Literacy development in 1:1 or small group setting support</li> <li>➤ Respite time/regulation time</li> <li>➤ Lesson check-ins</li> <li>➤ Access Arrangements</li> </ul>
Social, emotional and mental health	ADHD, ADD	<ul style="list-style-type: none"> <li>➤ Movement Break card</li> <li>➤ 1:1 or small group intervention on special needs</li> <li>➤ Access to SEMHL specialist teacher</li> <li>➤ Access to SEMH Lead and team within school</li> <li>➤ Access to school Counsellor</li> <li>➤ Lesson check-ins</li> <li>➤ Access Arrangements</li> </ul>
	Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none"> <li>➤ Access to above support, and:</li> <li>➤ Thrive groups</li> <li>➤ SEND department lunchtime and break support</li> <li>➤ Seating close to the teacher</li> <li>➤ Pastoral check-ins</li> </ul>
Sensory and/or physical	Hearing impairment	<ul style="list-style-type: none"> <li>➤ Seating at the front directly by the teacher</li> <li>➤ Training for staff on how to use equipment effectively</li> <li>➤ Support and advice from the Hearing Impairment Team</li> <li>➤ Pastoral/SEND check-ins</li> <li>➤ Access Arrangements</li> </ul>
	Visual impairment	<ul style="list-style-type: none"> <li>➤ Enlarged printing and accessible font as recommended by professionals</li> <li>➤ Coloured lines around school site, coloured railings, step colours and large signs</li> <li>➤ Pastoral/SEND check-ins</li> <li>➤ Access Arrangements</li> </ul>

	Multi-sensory impairment	<ul style="list-style-type: none"> <li>➤ Rest Breaks</li> <li>➤ Quiet reset space</li> <li>➤ Sensory aids</li> <li>➤ Movement Break Cards with times linked to needs</li> </ul>
	Physical impairment	<ul style="list-style-type: none"> <li>➤ Use of aids as recommended by external professionals</li> <li>➤ Ramps</li> <li>➤ Physical Impairment access buttons</li> <li>➤ Timetable adjustments</li> <li>➤ Individualised programme</li> <li>➤ Leave Early passes</li> <li>➤ Lifts</li> <li>➤ Disabled Toilet facilities</li> </ul>

The support for our underserved pupils form part of the Coventry Local Authority offers, alongside specialist advice and Blue Coat staff specialism support.

### **9 How will the school evaluate whether the support in place is helping my child?**

Blue Coat evaluates the progress being made by your child in the following ways:

- Reviewing their progress within subject specific assessments each half-term.
- Reviewing the impact of interventions at the end of each intervention sequence through undertaking key point assessments as the intervention progresses which is recorded on our Provision Map programme.
- Using pupil voice at whole school, subject and intervention levels as a monitoring tool.
- Monitoring by the Leadership team, SEND team, Heads of subject and the pastoral team.
- Using data tracking from mock examinations and the whole school monitoring systems.
- Holding an annual review (if they have an education, health and care (EHC) plan)

### **10 How will the school resources be secured for my child?**

The SENDCo determines the resources which are needed to support individual children. These are determined through external reports, observations of the child, pupil voice, parent voice, and the voice of staff working with your child.

Each child is individual, so the support and resources they require are individual to them. We take a holistic approach to ensure that we support the 'whole child' and the needs they have. For some children, this can include Quality First teaching adaptations, supportive aids, 1:1 targeted support, or for some short or long-term external specialist support.

In-line with the Local Authority offer, Blue Coat will cover up to £6,000 of any necessary costs through the notional budget for SEND. Where funding is beyond £6,000, the school alongside parents and external professionals will consider an application for an Education, Health and Care Plan (EHCP). For most students, SEND needs can be managed well, within notional budget, and where EHCP applications are deemed to be necessary, the school will follow the Local Authority protocols and school will support and guide you through the process.

### **11 How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

The Blue Coat offer is an inclusive offer for all students. This extends to all extra-curricular activities and our school visits.

All pupils are encouraged to go on our school trips, including residential trips and our religious celebrations and reflections. Blue Coat will always make 'reasonable adjustments' so that all pupils can fully participate in the activities they want to.

In addition, all pupils are encouraged to take part in sports days, school performances and extra curricula events which are part of the Blue Coat offer.

Inclusion is at the heart of what we do, and no pupil would be excluded from taking part in these activities because of their SEND needs.

## **12 How does the school make sure the admissions process is fair for pupils with SEND?**

Blue Coat has a clear admissions policy which is available to parents who would like their children to attend. The admissions criteria make admission to Blue Coat a fair process for all families, which is transparent and adhered to. The process is inclusive, and we welcome students with SEND into the school every year.

The main transition process is the same for all admissions to Blue Coat, with a more enhanced offer for our children with SEND.

- All parents and students who would like to consider a place at Blue Coat are able to attend the open evening. This will give them the opportunity to visit the school, talk to staff and discuss needs with the SEND staff.
- The transition team will visit all students who are admitted into Blue Coat to gain as much information as possible about within their current setting. This will be communicated to the staff where they may require a more enhanced provision. This will include the SENDCo, LAC/PLAC co-ordinator and the pastoral teams as necessary.
- Parents and children are invited to Blue Coat to learn more about the Blue Coat offer and how everything is organised. There is time to have an additional tour of the school and to ask questions about the support they may need. Alongside this, we offer open mornings to supplement the initial visit to the school to further support transition. This is conducted by the SENDCo and transition team as appropriate.
- Blue Coat has a staggered start to the academic year to enable new students to have additional transition time. During this time, students will have increased levels of pastoral support to transition them not the school. This will include setting out expectations, navigation work, team building, organising passwords and other digital processes for ICT, canteen and for the admissions system, introduction to lessons and contact with the SEND department.
- Once applications have been completed, the Local Authority will begin the consultation process for children who have EHCP's. This will trigger a meeting with the parent and student to discuss the contents of the EHCP. Once this has been completed, a response to the consultation will be written by the SENDCo as to whether Blue Coat can meet need. However, the Local Authority have the final say as to whether the student will be admitted into Blue Coat or not.
- In year admissions also follow the same supportive pathway to ensure your child will settle as quickly as possible.

### **13 How does the school support pupils with disabilities?**

Blue Coat School follows the advice given in the Code of Practice 2015 regarding inclusive practice for students who have a disability. Our school supports children with disabilities through a range of strategies, services, and policies designed to ensure all students have equal access to education. These include:

- Students receiving individualised targeted support using the information available from professional advice, parental advice and Health and Care Plans (HCP). Information is communicated to all relevant stakeholders using HCP's and Individual Education Plans to provide an inclusive and tailored approach to need.
- Students may require the support of specialist staff and resources which may include assistive technology and subject specific adapted equipment.
- Blue Coat also considers the physical environment carefully as part of our inclusive practice. The school has a range of physical adaptations which include ramps, access buttons, all staff have EVAC knowledge training, accessible toilets, safety rails, automatic doors in key locations, lockers to store equipment, lifts to access above ground classrooms, safety crossings, large signage, primary colours are used for markings and a specific location which is more accessible for evacuation.
- Support for participation in school trips and activities and inclusive practices, respect and acceptance among all staff and students which is closely linked to our CHRIST values.
- Staff training and clear communication about the needs of the student which provides professional development and a high level of understanding.
- Communication and collaboration with specialist external professionals, parents and school create a team around the child. This may include Speech and Language Therapists, Occupational Therapists, Physiotherapists, Integrated Disability Service, Wheelchair Services, Paediatrics, Educational Psychologists and others. Some SEND children may need to be supported by health professionals for medical needs.
- Ongoing emotional and social support with access to SEND and pastoral team, raising peer awareness through workshops, assemblies and PHSE sessions, the use of social stories and zero tolerance to bullying with a robust policy and protocol in place.

### **14 How will the school support my child's mental health, and emotional and social development?**

Blue Coat provides support for pupils to progress in their emotional and social development in the following ways:

- Pupils are encouraged to join different school groups which they are interested in. This may be councils, eco groups, choirs, music groups, art groups, PE groups, theatre productions and revision groups. Some groups are run within the school day, break and/or lunchtime or after school.
- Pupils at times when they need extra support may be supported through our Mental Health Lead team, pastoral team, SEND team, Counsellor, MHST (Mental Health in Schools Team), or external professionals as part of our Service Level Agreement with the Local Authority. This sits alongside the support which is offered in the long-term.
- Pupils also receive check-ins on a regular basis, so they feel supported wherever they are in school.
- Some students attend the break and lunchtime supervised areas within the SEND department, which offers a smaller social group and support to manage emotional dysregulation and anxiety. It gives them time to reset at key points during the day and gives staff the opportunity to check-in with the pupil.

- Bespoke interventions are undertaken by the Mental Health Lead team which are bespoke to the needs of the students. This can be 1:1 or small group work which is targeted to need. We also have trained Thrive Practitioners who support our pupils.
- Blue Coat has an on-call system to enable staff and students to seek support during the day. This provision is covered throughout the school day to ensure that timely support can be given when needed.
- It is recognised that at times, some students may have difficulty with accessing lessons when they are struggling. The SEND department offers a respite space for pupils when this happens so they can re-regulate and return to lesson. This is a valuable provision for our pupils who appreciate a safe space when they are not able to cope.
- Blue Coat has a 'zero tolerance' approach to bullying. We have a BEN system in place for the reporting, monitoring and prevention of bullying. Staff have been trained within the whole school approach, and we also support this work with PHSE lessons, Restorative discussions, assemblies and ambassadors.

## **15 What support will be available for my child as they transition into Blue Coat, prepare for the new school, or in preparing for adulthood?**

To help pupils with SEND prepare for a new school year, transition into Blue Coat or prepare for post-16 provision actions include:

- Timetables are distributed prior to the summer break so that pupils know what classes they will be in when they return. This gives them time to prepare before they come back.
- Student IEP's (Individual Education Plans) are update in consultation with the pupil and parents, so staff have the most up to date support information.
- Pupils have an assembly upon return to inform them of any changes which are important for them to know.
- There is an extended tutor time before returning to learning to resettle students back into school.
- The SEND team are available to support students throughout the first few days to support the pastoral team with resettling the students.
- There is a Coventry transition day in July, when the child spends the day at Blue Coat. Where needed, additional transitional support is offered prior to the summer break to promote a smooth transition. Part of the day includes the beginning navigation of the school with support to attend small subject learning bites across the day.
- Following the transition day, there is a transition evening where parents are invited to meet the key staff. This includes times for questions and an overview of provision.
- Careers support to discuss next pathways for student in year 11. Careers events or KS4 and KS5.
- Early annual reviews for pupils with EHCP's so there is time to secure a successful placement which suits the needs of the pupil.
- Careers days and work experience to support learners with understanding the process and next steps which are available.
- Support with selecting KS4 options with the support of parents to ensure the subjects chosen are the best options for the student when considering their future aspirations.
- Support with visits to provisions and information signposting to parents of open evening events which may be suitable.

## **16 What support is in place for looked-after (CIC) and previously looked-after children with SEND?**

All staff at Blue Coat are responsible for supporting our pupils. However, Ms Dhanda is the Senior Assistant Headteacher oversees the support for the CIC and PCIC (Children in Care and Previous Children in Care). Mrs Turner is a designated safeguarding officer and supports the students daily. Mrs Turner attends all multi-agency meetings and co-ordinates the actions which are agreed from the meetings. She works closely with the Safeguarding Lead, SENDCo, pastoral team and teaching staff to make sure that all staff understand how a pupil's circumstances and their SEND might combine to impact upon their learning. This is then used to support teaching, learning and the support offer.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND who is part of our Blue Coat community. In addition, the pupils will also have a personal education plan (EPEP). Therefore, we will ensure that EPEP, SEND support IEP's or EHC plans are aligned to complement each other.

## **17 What should I do if I have a complaint about my child's SEND support?**

If you are concerned about the SEND support your child is receiving, in the first instance the SENDCo should be contacted. The SENDCo will meet with the parents and child to see if the matter can be resolved.

Where the complaint cannot be satisfactorily resolved by the SENDCo, the next step would be to begin the school complaint's policy, which is available on the website, [www.bluecoatschool.com](http://www.bluecoatschool.com). A copy of the complaint's procedure can also be requested by telephone to the school office on 02476223542 or by email from [schooloffice@bluecoatschool.com](mailto:schooloffice@bluecoatschool.com).

Parents can also access a full explanation of suitable avenues for complaints, by referencing pages 246 and 247 of the [SEND Code of Practice](#).

Where you have concerns that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

Depending upon the outcome of a complaint, should this be necessary, you may be the opportunity to engage in disagreement resolution or mediation prior to escalation to a formal tribunal.

## **18 What support is available for me and my family?**

We recognise at times; things may be difficult for the young person and their family. Please get in touch with us, as we are happy to support you when needed. This can range from a question about SEND or if you are finding something difficult. Please see below, useful contacts:

- SEND question or query – Mrs Ram – SENDCo
- Pastoral question or query – Head of House
- Safeguarding question or query – Miss Routley – Safeguarding Lead

Coventry Local Authority has a local offer which you can access through their website. The SEND local offer has information about the local services and support available across education, health

and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

SEND information, advice and support are available from the following:

- SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) – 02476694307 or [www.Covsendiass.co.uk](http://www.Covsendiass.co.uk)
- Local Authority SEND department. Their contact details are on the Coventry SEND Local Offer website Page [SENDsupportservices@coventry.gov.uk](mailto:SENDsupportservices@coventry.gov.uk) and their contact number is – 02476788400.

## 19 Glossary

- **Access arrangements** – arrangements to support SEND pupils to access assessments or exams
- **Annual review** – a yearly meeting to review a pupil's EHC plan
- **Area of need** – the areas of need a pupil with SEND can have. The four areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **Differentiation** – when teachers adapt teaching in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHCP** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **EP** – Educational Psychologist
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted support programme with clear objectives and outcomes to support a student's needs.
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any barriers to learning
- **RISE** – child and adolescent mental health services
- **SALT** – Speech and Language Therapist
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEND
- **STS** – Specialist Teaching Service
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages