



The Blue Coat School

POLICY FOR SPECIAL EDUCATIONAL NEEDS & DISABILITY

This Policy for Special Educational Needs and Disability was devised by the Deputy Head Prep, Deputy Head Pre-Prep, Assistant Head Academic Development and the Special Educational Needs Co-ordinators in consultation with colleagues in the school.

Date of Next Review: Lent 2021

The Blue Coat School Birmingham Limited

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

CONTENTS

1	Introduction	3
2	Definitions	3
3	Aims	3
4	Objectives	4
5	Roles and Responsibilities	5
5.1	Governors	5
5.2	Headmaster	5
5.3	Special Educational Needs Co-ordinators	5
5.4	Teachers	6
6	Provision	7
6.1	Admissions	7
6.2	Children with Specific Learning Difficulties	7
6.3	Children who need support in English as an Additional Language	7
6.4	Children with behavioural needs	8
6.5	Looked After Children	8
6.6	Access	8
6.7	Integration	8
6.8	Exam procedures	9
6.9	Provision of Information	9
7	Assessment, Support and Reviews	9
7.3	Assess, Plan, Do and Review (EYFS)	10
7.4	Assess, Plan, Do and Review (Key Stage 1 and Prep)	10
7.5	Education, Health and Care Plans	11
8	Reviews	12
8.1	Timing and Conduct of Reviews	12
9	Records	12
9.1	Pre-Prep and Prep: SEND Records	12
9.2	SENCOs Records	12
9.3	SEND Register	12
10	Resources	12
10.1	The Learning Support Rooms	13
10.2	Learning Support Materials	13
10.3	Staff Resources	13
10.4	Curriculum Resources	13
11	Partnership with Parents and External Agencies	13
11.1	Partnership with Parents	13
11.2	Parental Involvement	13
11.3	Written Reports for Parents and Parent Consultations	14
11.4	External Agencies	14
12	Moving on within the School and the Transfer of Pupils to Other Schools	14
13	Training and Further Development	15
14	Complaints	15
15	Related Policies, Monitoring and Policy Review	15
	Appendix I – Guidelines for Supporting Children with Special Educational Needs	16

1. INTRODUCTION

1.1

At The Blue Coat School, Special Educational Needs (SEND) refers to any circumstances resulting in an individual pupil, including a pupil with a disability, requiring additional or different help in order to take full advantage of the educational opportunities offered to children of the same age.

1.2

The Blue Coat School Policy for Special Educational Needs and Disability applies to all children in the school including those in the Early Years Foundation Stage (Nursery and Reception).

1.3

The Blue Coat School Policy for Special Educational Needs and Disability is available for parents on the school website and in Main Reception and the Pre-Prep Office.

1.4

This Policy has regard to the Children and Families Act 2014, the Equality Act 2010 (and subsequent revisions), the SEN and Disability Act 2001 (SENDA), the Special Educational Needs and Disability Code of Practice: 0 – 25 years (SEND Code 2015), the Statutory Framework for the Early Years Foundation Stage (2014) and any other relevant legislation or Guidance.

2. DEFINITIONS

2.1

The Special Educational Needs and Disability Code of Practice (Paras xiii – xvi) uses the following definitions:

- ‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’
- ‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age...’
- ‘For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools,... or by relevant early years providers.’
- ‘A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them.’

2.2

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2.3

Children’s special educational needs and disabilities are generally thought of in the following four broad areas of need and support: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. (Special Educational Needs Code of Practice Para 5.32). However, it is recognised that a child’s needs may be in one or more of these areas.

3. AIMS

3.1

At The Blue Coat School staff aim to:

- Develop fully the skills of those children with SEND and to encourage them to participate in all aspects of school life wherever possible ensuring that no child is discriminated against on the basis of his/her SEND.

- Encourage all children to recognise and value the contribution to be made by children with special educational needs or disabilities.
- Provide appropriate support and teaching strategies for those children who have needs which are different from their peers.
- Acknowledge that children have a range of individual needs including emotional and behavioural difficulties, and that there are very able or gifted children or children for whom English is an additional language.
- Enable all children to participate fully in learning activities and experiences, by providing a curriculum that responds to the individual development of each child and by allowing them to develop to their full potential.
- Support adults and children with special educational needs or disabilities and meet those individual needs where possible.

4. OBJECTIVES

4.1

The objectives for SEND provision at The Blue Coat School are to:

- Identify children with SEND at the earliest opportunity and plan appropriately targeted interventions for progression based on each child's particular strengths and needs.
- Assess, monitor and regularly review the effectiveness of interventions and the progress of children with SEND to ensure a continuum of provision.
- Ensure that all school staff are aware of each child's needs, so that these may be met appropriately in set groups or classes, through a broad and balanced programme of activities or curriculum.
- Apply a whole school policy providing pastoral care and support for children with SEND, so that they may develop in all areas and build a strong sense of self-esteem.
- Formulate, for all children identified as having a SEND, different ways of providing for those areas of concern through differentiation of planning, methods of teaching and learning opportunities. Such a support programme should enable the child to make appropriate progress within the class.
- Adopt a graduated approach to meeting SEND as outlined in the SEND Code of Practice.
- Maintain a SEND Register of those children with SEND and records of how those needs are being met.
- Maintain a confidential SEND file for each child, containing all relevant reports, which shall be available to staff who are directly involved with the child.
- Encourage a partnership between parents, child and school and, where appropriate, outside agencies, providing information and support as necessary, allowing opportunities for the child and his or her parents to express their views on his or her needs, and involving them in:
 - The initial assessment procedures
 - The type of intervention and targets to be included on an Individual Pupil Profile Sheet or, where appropriate, on an Education, Health and Care (EHC) Plan.
 - Regular reviews of the child's progress.
- Endeavour to ensure that each child with SEND progresses to a suitable setting or school, to which his/her current needs will be communicated, and where they will be met.
- Provide relevant SEND INSET for both teaching and non-teaching staff.
- Provide support for staff so that children's needs can be met in the mainstream classroom.
- Collaborate with health and social care services to provide support.

5. ROLES AND RESPONSIBILITIES

5.1 Governors

5.1.1

The Governing Body seeks to ensure that the needs of all children are met and that the provision made for children with SEND is adequate and secure. SEND provision is an integral part of the School Improvement Plan.

5.1.2

The named governor with responsibility for SEND is Mrs Karan Gilmore. This governor is involved in the development of the school Policy for SEND, and in monitoring its effectiveness through liaison with the school SENCOs. The governor is knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.

5.2 Headmaster

5.2.1

The Headmaster has responsibility for the day-to-day management of all aspects of the school. This includes the overall management of the Special Educational Needs Policy and of provision for children with SEND. He is also responsible for sanctioning any resource requirements.

5.3 Special Educational Needs Co-ordinators

5.3.1

There are two members of staff who have overall responsibility for Special Educational Needs and Disability at The Blue Coat School, each of whom has responsibility for a different age group as well as additional responsibilities within the school. There is a SENCO with responsibility for Prep children and a SENCO with responsibility for Pre-Prep children. The SENCOs liaise closely with the Assistant Head Academic Development to ensure continuity of provision throughout the school.

5.3.2

The SENCOs assist the Deputy Head Prep, the Deputy Head Pre-Prep and the Assistant Head Academic Development in the development of the SEND Policy and in its monitoring and evaluation. The SENCOs oversee the day-to-day operation of this Policy and, along with the Assistant Head Academic Development, liaise with the named governor to ensure its effectiveness.

5.3.3

The SENCOs are responsible for ensuring that their colleagues understand their responsibilities to children with SEND, including the identification of children's needs and the ways in which they can assist in meeting those needs. They are also responsible for advising and supporting colleagues.

5.3.4

The SENCOs are responsible for ensuring that teachers involve parents closely throughout and that their insights inform action taken.

5.3.5

The SENCOs are responsible for liaising with colleagues where a child appears to be behind expected levels, or where a child's progress gives cause for concern. They also consider information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs, such as specialist advice. All such information is collated together with the observations of parents and is considered with them.

5.3.6

The SENCOs help staff to identify and make provision for children with SEND, through classroom differentiation and targeted support, when there are concerns about a child's progress or development. The SENCOs support colleagues to provide effective learning strategies for individual children where necessary and provide advice on the graduated approach to providing SEND support.

5.3.7

The Prep and Pre-Prep SENCOs assist the teachers with monitoring the progress of specific children as and when required. They might also undertake small group work or provide individual support. Individual

teaching is sometimes provided for children with Individual Pupil Profile Sheets who it is thought still require some support. This is after agreement with the parents.

5.3.8

The SENCOs undertake specific assessments of children as and when necessary and refer children to outside agencies as appropriate. They ensure that the results of assessments are made known to staff and parents.

5.3.9

The SENCOs liaise with colleagues to review children's progress, collect information and Individual Pupil Profile Sheets. They liaise with parents of children with Individual Pupil Profile Sheets and involve them in decision making. They meet with parents and colleagues to review the child's progress.

5.3.10

The SENCOs are responsible for maintaining the School SEND Register and for ensuring that the records of pupils with SEND are kept up to date. They are responsible for liaising with the School Matron to co-ordinate the provision for children with SEND, including those who have Education, Health and Care Plans.

5.3.11

The SENCOs liaise with external agencies including the Early Years SENCO, Educational Psychologists, Speech and Language Therapists and other support agencies, health and social services and voluntary bodies as necessary. They ensure that any reports received from external agencies are shared with the relevant colleagues.

5.3.12

The Pre-Prep SENCOs liaise with early years providers regarding children to be admitted to the school. The SENCOs liaise with other schools regarding the transfer of children to new schools to ensure that a smooth transition takes place.

5.3.13

The Pre-Prep SENCO co-ordinates the work of any LSA or ISEY (Inclusion Support Early Years) funded Teaching Assistants.

5.3.14

The Prep SENCO ensures that suitable exam arrangements are made for children who cannot cope with the normal exam procedures, or who require dispensations advised by educational psychologists.

5.3.15

The SENCOs are responsible for liaising with the relevant Designated Teacher where a 'Looked After Child' has SEND.

5.3.16

The SENCOs identify and contribute to the in-service training of teaching and non-teaching staff. They ensure that they attend courses to update their knowledge of SEND practice.

5.3.17

The SENCOs ensure that they are aware of relevant and/or new legislation, including the SEND Code of Practice and initiatives which may affect requirements made of the school.

5.3.18

The Assistant Head Academic Development and the SENCOs administer the annual Special Needs budget, identifying and determining which materials and equipment should be purchased to support the teaching of children with SEND.

5.3.19

The Assistant Head Academic Development and the SENCOs produce an annual SEND Improvement Plan and review the achievements of the previous year.

5.4 Teachers

5.4.1

At The Blue Coat School it is the responsibility of the Class Teacher, Form Tutor or Subject Teacher to:

- Assess and identify children who are causing concern and notify the relevant SENCO.
- Liaise with the relevant SENCO to develop, implement and review appropriate Individual Pupil Profile Sheets.
- Ensure that children with SEND are able to access a suitably differentiated curriculum.
- Liaise with parents to discuss any concerns raised by them about their child's development.
- Inform the parents of their child's progress and discuss ways in which they could support their child's learning.
- Regularly assess each child's progress towards the planned outcomes and adjust interventions as appropriate.
- Improve his/her skills for the teaching of special needs children by taking opportunities to attend appropriate INSET.
- Share targets with children and review them.

6. PROVISION

6.1 Admissions

6.1.1

The Blue Coat School Admissions Policy and Procedures set out details about admission to the School. This document should be read in conjunction with the whole school Disability Discrimination Policy. The Blue Coat School makes every effort to work within the requirements of the Equality Act 2010 (and subsequent revisions) and the SEN and Disability Act 2001 (SENDA).

6.1.2

Special attention is paid in cases where there are identified needs. Each case is considered on its merits and relevant reports should be provided where necessary. Children may sometimes be admitted on the proviso that they receive additional learning support, for which a supplementary fee may be payable.

6.1.3

Parents of a child who has any disability or special educational needs must provide the School with full written details when applying for a place, or subsequently before accepting the offer of a place. The School needs this information so that, in the case of a child with particular needs, those needs can be assessed and parents can be consulted about the adjustments that can reasonably be made to cater adequately for the child's needs, both during the admissions process and if an offer of a place is made.

6.2 Children with Specific Learning Difficulties

6.2.1

As part of the Prep admissions process, it is important for the school to determine whether or not a child with Dyslexia, Dyspraxia or other Specific Learning Difficulties will be able to cope with the Prep programme, complete or modified, given the specialist help available. Children whose scores on the standardised tests fall below the national average are unlikely to be offered a place. However, where higher levels of intelligence are revealed by an educational psychologist's report, there may well be the potential for success, even if a child has performed poorly on the written tests.

6.2.2

Children on the Autistic Spectrum (including those with Asperger's Syndrome) may not be able to cope with the specialist style of teaching offered in Prep, and the movement around the school campus that this entails. This will be discussed with their parents who may be advised to seek a placement in a school offering class-based teaching throughout the primary years.

6.3 Children who need support in English as an Additional Language:

6.3.1

Details of the support provided for children for whom English is an additional language are set out in the whole school Policy for English as an Additional Language. Particular care is taken when assessing young children whose first language is not English. Staff look carefully at all aspects of the child's performance in

different areas of learning and development to establish whether lack of progress is due to limitations in the child's command of English or derives from a special educational need or disability.

6.4 Children with behavioural needs

6.4.1

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors.

6.5 Looked After Children

6.5.1

The Designated Safeguarding Leads are also the Designated Teachers for Looked After Children. The relevant SENCO will liaise closely with the relevant Designated Safeguarding Lead to ensure that the implications of a child being both looked after and having SEND are fully understood by the relevant school staff. The Designated Safeguarding Lead will also liaise with the Virtual School Head as well as social workers to ensure that the needs of the looked-after child are met through the Care Plan and its associated Personal Education Plan and Health Plan. If an Education, Health and Care (EHC) Plan is also required for a looked-after child because of his or her SEND then discussions will be held with all the relevant professionals, including the SENCO and Designated Safeguarding Lead, to ensure that the Care Plan and the EHC Plan are dovetailed to meet the needs of the child.

6.6 Access

6.6.1

Pre-Prep is housed in two, two-storey buildings, St. Martin's and All Saints together with The Annexe. In St. Martin's access for wheelchairs is only available to the ground floor, via inclined tarmac surfaces next to the Transition classrooms. Toilet facilities for a disabled adult are available. The nosings of some stairs are a contrasting colour as an aid for children/adults with visual impairment. There is a step into All Saints. Additional hand rails have been installed on both the main staircases in St. Martin's and All Saints. In All Saints, access to the classrooms on the first floor is further aided by shorter rails fitted either side of two steps leading to them. Access to The Annexe is via level surfaces. The Annexe is used for some Aftercare, music lessons and assemblies.

6.6.2

The majority of the Prep classrooms are on the ground floor, the school being accessed by an inclined tarmac surface at the entrance of the Branson Building or the Centenary Building. A lift in the Bissell Building gives access to the Art Room, ICT Media Centre and two further classrooms on the upper level. The Saville Music Centre on ground level is accessed by two steps.

6.6.3

Wheelchair access into the Sports Centre is provided via an inclined surface, and once in the building by a lift to upper and lower levels. A changing room with shower and toilet facilities is available, next to the pool.

6.7 Integration

6.7.1

Pupils with SEND at The Blue Coat School have access to all Early Years Foundation Stage Areas of Learning and Development or National Curriculum subjects and are integrated into all school activities as far as possible.

6.7.2

In order to meet the child's needs an adaptation/modification may be made in presentation, content and context to complete a task. A multi-sensory approach is used whenever appropriate which takes into account different learning styles. Staff and children know which children receive such support, but the atmosphere is one of understanding and encouragement. (See *Appendix 1* for Guidelines for Supporting Children with SEND.)

6.7.3

Children in Nursery with special needs are fully integrated into the daily groupings of the children and their routines. Activities and experiences are developed to raise the other children's awareness of positive

images of disability and difference. Open-ended learning activities and experiences are planned to help all the children to participate and learn, although some learning activities and experiences are differentiated, and alternative formats or additional equipment and resources are provided whenever necessary or practicably possible for particular children. A range of strategies is used to engage the children in play, and learning activities are provided to suit individual children's most effective style of learning. Children with special needs and disabilities are involved in play activities alongside the other children wherever possible. They are encouraged to play confidently with other children and to make a positive contribution. Flexible arrangements are made wherever possible for additional adult support to enhance social interaction, allowing children to play with their peers. Reasonable adaptations and arrangements are made so that children with special needs and disabilities can enjoy all play areas both indoors and outdoors. Every effort is made to organise appropriate space for the children's supported and independent movement.

6.8 Exam Procedures

6.8.1

All children are given the opportunity to demonstrate their true ability in examinations. Some children may need to have extra time or rest breaks during an examination and some children may need access to a scribe or reader. Documentation such as a medical report, a report from a Health and Care Professions Council registered psychologist or a report written by a specialist teacher with an Assessment Practising Certificate for Specific Learning Difficulty must be made available to support requests for such access arrangements. All requests for support will be considered by the SENCO and the Assistant Head Academic Development in accordance with the access arrangements and reasonable adjustments guidelines specified by the Joint Council for Qualifications. Such support is normally accommodated during the usual timetabling of exams. If this is not possible, special arrangements will be made.

6.8.2

When children with SEND apply to senior schools at 11+, it is the responsibility of the parents to alert the Senior School to their needs before they take exams. If The Blue Coat School is provided with Disability or Special Arrangement Forms by parents, then the school will complete them. An extra time allowance may be granted by the Senior Schools.

6.9 Provision of Information

6.9.1

Where a Local Authority concludes that a child with an EHC Plan should be placed at the School and names the School in the EHC Plan, the Local Authority retains legal and financial responsibility for ensuring that the provision specified in the child's EHC Plan is made. This will include paying the fees charged by the School. However, the day-to-day practical responsibility of making provision remains with the School.

6.9.2

Where a pupil is wholly or partly funded by a Local Authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in Section 7 of the Childcare Act 2006) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the Local Authority and, on request, to the Secretary of State (and to those inspecting the school on behalf of the DfE).

6.9.3

Where a pupil with an EHC Plan, wholly or partly funded by a Local Authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC Plan is provided to the responsible Local Authority.

7. ASSESSMENT, SUPPORT and REVIEWS

7.1

A child's needs may become apparent through the admissions procedures; parental or pupil concerns; regular observations and assessment of all children's play and progress (EYFS); teaching within the classroom (e.g. work sampling or recorded observations); via the Head of Department; or screening procedures (standardised and non-standardised testing).

7.2

Once a child's needs have become apparent or have been identified, the relevant SENCO will be informed and early discussions will be held with the child's parents and, where appropriate, the child. The child's strengths and difficulties, parents' concerns, the outcomes sought for the child, the expected progress and attainment, the next steps planned, and the views of the child are noted for the school records and issued to the child's parents. Early discussions with the child's parents and the child form part of the initial information-gathering process.

7.3 Assess, Plan, Do and Review (EYFS)

7.3.1 Assess

7.3.1.1

Baseline assessments are carried out in Nursery during the first half term, and any concerns identified are discussed with the Pre-Prep SENCO and the child's parents. This is re-evaluated during the Lent and Trinity Terms.

7.3.1.2

Where there is little or no improvement in a child's progress, more specialist assessment may be called for from specialist teachers or from health professionals or other agencies. The Pre-Prep SENCO will contact relevant professionals if necessary, with the agreement of the child's parents.

7.3.2 Plan

7.3.2.1

Once it has been decided that SEND support is required, and the child's parents have been informed then outcomes are agreed in consultation with the parents, the SENCO and the child's Class Teacher (Nursery and Reception). In Nursery and Reception this will take the form of an Individual Pupil Profile Sheet. This will set out the planned interventions and support, the expected impact on progress, development or behaviour and a date for review. The views of the child will also be considered. Parental contributions to the planned support will be included.

7.3.3 Do

7.3.3.1

The child's Class Teacher (Nursery and Reception) is responsible for implementing the Individual Pupil Profile Sheet which includes targets for the child and strategies for meeting these targets. The SENCO provides relevant support for colleagues and oversees the implementation of the Individual Pupil Profile Sheet. The SENCO may also provide one-to-one or small group support. The SENCO also provides support in assessing the child's response to the Individual Pupil Profile Sheet.

7.3.4 Review

7.3.4.1

The Individual Pupil Profile Sheet (Nursery and Reception) is reviewed in line with the agreed date. This will be at least termly. The impact and quality of the support is evaluated by the Class Teacher (Nursery and Reception), the SENCO and the child's parents, taking into account the views of the child. Outcomes and support for the child are revised in accordance with the child's progress and development. The next steps are planned in discussion with parents. Where, despite the implementation of relevant, purposeful actions to identify, assess and meet the special educational needs of the child, the child has not made the expected progress, the school will consider requesting an Education, Health and Care needs assessment. (See Section 7.5)

7.4 Assess, Plan, Do and Review (Key Stage 1 and Prep)

7.4.1 Assess

7.4.1.1

A clear analysis of a child's needs is made by the Class Teacher (Key Stage 1) or the Form Tutor or Subject Teacher (Prep) with the support of the relevant SENCO. This draws on the teacher's assessment and experience of the child, the child's previous progress and attainment and the child's development in comparison with their peers. Consideration is given to the views and experience of the child and his or her parents. Advice from external support services will be sought when necessary, with the agreement of the child's parents.

7.4.1.2

Where there is little or no improvement in a child's progress, more specialist assessment may be called for from specialist teachers, health professionals or other agencies. In Prep, a report from a Health and Care Professions Council registered psychologist or a report written by a specialist teacher with an Assessment Practising Certificate for Specific Learning Difficulty may also be requested by the School.

7.4.2 Plan

7.4.2.1

Once it has been decided that SEND support is required, and the child's parents have been informed, then the teacher and the relevant SENCO will agree, in consultation with the child's parent and the child, the adjustments, interventions and support to be implemented, the expected impact on progress, development or behaviour and a clear date for review. This will take the form of a School Individual Pupil Profile Sheet. The SENCO will ensure that all staff working with the child are made aware of the child's needs, the outcomes sought, the support to be provided and any teaching strategies or approaches that are required. This will also be recorded on iSams.

7.4.2.2

The School Individual Pupil Profile Sheet will outline the support and intervention to be provided to meet the outcomes identified for the child, based on reliable evidence of effectiveness. Parents are made fully aware of the planned support and interventions, and, where appropriate, these will include parental involvement to reinforce or contribute to progress at home.

7.4.3 Do

7.4.3.1

The Class Teacher (Key Stage 1) or Form Tutor/Subject Teacher (Prep) remains responsible for working with the child on a daily basis (Key Stage 1) or in the relevant lessons (Prep). Where interventions involve group or one-to-one teaching away from the main class, then the Class Teacher (Key Stage 1) or the Form Tutor/Subject Teacher (Prep) is still responsible for the child. The teacher will work closely with the relevant SENCO and other colleagues involved to plan and assess the impact of support and interventions and determine how these link to classroom teaching. The relevant SENCO may also provide one-to-one or small group support. The relevant SENCO will support the teacher in any further assessments of the child's particular strengths or weaknesses and in providing advice on the effective implementation of support.

7.4.3.2

In Prep, one-to-one support is only provided for children with a confirmed diagnosis from a Health and Care Professions Council registered psychologist or a report written by a specialist teacher with an Assessment Practising Certificate for Specific Learning Difficulty. Such support will also only be provided at the SENCO's discretion.

7.4.4 Review

7.4.4.1

The School Individual Pupil Profile Sheet is reviewed regularly. The impact and quality of the support is evaluated by the Class Teacher (Key Stage 1) or Form Tutor/Subject Teacher (Prep), the SENCO and the child's parents, taking into account the views of the child. Outcomes and support for the child are revised in accordance with the child's progress and development. The next steps are planned in discussion with parents. Where, despite the implementation of relevant, purposeful actions to identify, assess and meet the special educational needs of the child, the child has not made the expected progress, the school (with the agreement of the parents), or the parents, will consider requesting an Education, Health and Care needs assessment from the Local Authority. (See Section 7.5) The SENCOs will provide guidance to parents through this process, where appropriate, and reports will be provided as requested.

7.5 Education, Health and Care Plans

7.5.1

The majority of children with SEN or disabilities will have their needs met as set out in the paragraphs above. However, some children may require an Education, Health and Care (EHC) needs assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with

an EHC Plan. The purpose of an EHC Plan is to make special educational provision to meet the SEND needs of the child, and to secure the best possible outcomes for them across education, health and social care.

7.5.2

The relevant SENCO will liaise with colleagues to implement the targets set to achieve the outcomes set out in an EHC Plan devised for a child by the Local Authority. The relevant SENCO will liaise with colleagues to review the child's progress, suggest new interim targets and, where appropriate, propose new outcomes as part of the Local Authority's Annual EHC Plan Review. The Review meeting will be undertaken in partnership with the child and their parents. EHC Plan Reviews may be more frequent than annually for children aged under 5. Regular monitoring of the child's progress and development will also be undertaken. The SENCOs will liaise with the Local Authority to ensure this review takes place.

8. REVIEWS

8.1 Timing and Conduct of Reviews

8.1.1

Regular review dates are set for all children with SEND. These are held termly and are usually initiated by one of the SENCOs or the Class/Form Teacher.

8.1.2

The relevant SENCO should chair reviews, case conferences and meetings effectively. The Class/Form or Subject Teacher will either attend or provide a report on progress to inform the review.

8.1.3

Parents are invited to discuss the current Individual Pupil Profile Sheet and the targets proposed periodically. Children are given the opportunity for self-assessment and parents can give their views on their child's progress. All parents are sent a copy of the Individual Pupil Profile Sheet,

9. RECORDS

9.1 Pre-Prep and Prep: SEND Records

9.1.1

The children's SEND records are kept centrally by the SENCOs. Staff can access these on a 'need-to-know' basis. Individual Pupil Profile Sheets are on iSams for all staff to access.

9.2 SENCOs' Records

9.2.1

Records of each child in the school identified as having SEND are kept centrally by the Prep SENCO.

9.2.2

The SENCOs keep records of any appropriate assessments made. The assessment could result from a concern raised, initial identification, a review period, or as a child completes part of his/her Individual Pupil Profile Sheet. Copies of all assessments made by the SENCO are given to the Class/Form Teacher and relevant Subject Teacher.

9.3 SEND Register

9.3.1

A central SEND Register is kept by the SENCOs. This is updated at least termly by the relevant SENCO to show which children have an Individual Pupil Profile Sheet or an EHC Plan and why. Relevant staff are informed about the needs of the children and the ways in which they are to be supported.

10. RESOURCES

10.1 The Learning Support Rooms

10.1.1

In Pre-Prep two rooms are designated for small-group teaching. These are primarily used for groups of Year 1 children and groups of Year 2 children. Computer facilities are available in these rooms.

10.2 Learning Support Materials

10.2.1

Age-appropriate teaching resources are available in the Learning Support Rooms. These resources can be accessed and used by other staff if necessary and appropriate. The SENCOs offer guidance to staff about the availability of these resources, which include worksheets, booklets, computer programmes and games to support speaking and listening, reading, phonics, writing, comprehension skills and mathematics.

10.3 Staff Resources

10.3.1

A range of books and information packs to update and enhance staff knowledge and understanding of SEN are available from the SENCOs.

10.4 Curriculum Resources

10.4.1

Curriculum leaders should take into account SEND and the importance of providing differentiation for the individual needs of all children (less and more able) when planning resources in their curriculum area.

11. PARTNERSHIP WITH PARENTS AND EXTERNAL AGENCIES

11.1 Partnership with Parents

11.1

It is recognised that the relationship between parents and the school, has a crucial bearing on the child's developmental and educational progress. Parents and the school are seen as partners in the child's education. The guidance and knowledge that parents can offer concerning their children is welcomed.

11.2 Parental Involvement

11.2.1

Parents are responsible for informing the school when applying, or subsequently before accepting a place, of any specific needs their child may have (see also Paragraph 6.1.3 above).

11.2.2

Parents are involved at all stages of identification, assessment, provision and review. If a Key Person/Class/Form/Subject Teacher, parent or health agency, etc. raises a concern, the Class Teacher/Form Tutor/Subject Teacher gathers information. Relevant individuals are invited to attend informal meetings with the Class/Form/Subject Teacher and, if appropriate, the Assistant Head Academic Development to discuss the child's progress, provide background information, and be involved in the planning of targets.

11.2.3

Parents are informed of all decisions and outcomes relating to their child, or of the involvement of specialist support. The graduated procedures of intervention are explained to parents.

11.2.4

If an assessment has been carried out with the parents' consent, a meeting is held with the SENCO and, where appropriate, the Class/Form or Subject Teacher, to discuss the findings of the assessment and to go through the written report. The recommendations for support or further assessments are discussed and an Individual Pupil Profile Sheet agreed upon.

11.2.5

Parental involvement is encouraged at all times. At review meetings with the SENCO and/or Class/Form/Subject Teacher, suggestions are given as to how parents can give support at home.

11.2.6

Parents' views are recorded at review meetings and appropriate action is taken to meet their concerns. Discussions with parents focus on their child's strengths as well as their needs.

11.2.7

Where the child has an Individual Pupil Profile Sheet, copies of the review reports and the new Individual Pupil Profile Sheet is sent to the parents for their reference and action.

11.3 Written Reports for Parents and Parent Consultations

11.3.1

Parents are provided with written reports at intervals throughout the year.

11.3.2

The school maintains an 'open door' policy, and parents may talk over the telephone or arrange a meeting with any member of staff at a mutually convenient time. The SENCOs are available for consultations by appointment.

11.3.3

Open Evenings for new Nursery parents are held at the end of the Trinity Term, prior to admission in September. These provide opportunities for staff and parents to discuss any concerns that have not been raised at the pre-admission meeting with the Head of Pre-Prep.

11.3.4

Parents are invited to attend Parents' Evenings at intervals throughout the year. A review of a child's progress towards his or her targets might be undertaken at this meeting or at a separate meeting.

11.4 External Agencies

11.4.1

One of the SENCOs may seek advice from an outside agency for a child with an Individual Pupil Profile Sheet (Pre-Prep and Prep), with the agreement of the child's parents.

11.4.2

If the need is more severe and it is thought that the child might need an EHC Plan then the relevant SENCO will seek advice and support from the appropriate external agency, with the agreement of the child's parents. Input from the specialist will be recorded.

11.4.3

The SENCOs have responsibility for liaising and developing good working relationships with external support services.

12. MOVING ON WITHIN THE SCHOOL and THE TRANSFER OF CHILDREN TO OTHER SCHOOLS

12.1

General details about the transfer of children within the school and to other schools are set out in the Policy for Moving On: Preparation for the Next Stage of Education.

12.2

Links with other schools are fostered with a view to aiding transition during Pre-Prep and Prep if necessary and at ages 7 or 11.

12.3

In the event of a child having SEND, advice is given to parents, following full staff discussion, as to the amount of continuing support the child may need as he or she progresses to the next stage in his or her education.

12.4

Reports for the child's next school are prepared by all relevant members of staff and the SENCO for children with SEND. The information to be shared with the new school is agreed with the child's parents at the final review meeting.

12.5

In certain circumstances the School may decide that the child's needs cannot be met at The Blue Coat School, and an early placement at an appropriate school is encouraged.

13. TRAINING AND FURTHER DEVELOPMENT

13.1

Staff at the school attend conferences and training days on their own specialism(s). Regular INSET days are also held at school on topics of general concern or interest. Special Needs are included in this general programme. The SENCOs contribute to these sessions as and when appropriate.

13.2

Relevant updates on SEND are circulated to all members of staff. Birmingham Pupil Support Service advice is sought by the SENCOs as and when required.

13.3

The following organisations provide advice, information and training on specific impairments:

- The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk).
- The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk).
- The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.thedyslexia-spldtrust.org.uk).
- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk).
- MindEd (www.minded.org.uk) – an e-learning portal providing simple, clear guidance on children and young people's mental health, wellbeing and development.

13.4

The Assistant Head Academic Development and the SENCOs produce an Improvement Plan each year and review the targets from the previous year. SEND provision is an integral part of the School Improvement Plan.

14. COMPLAINTS

14.1

Any complaints relating to the provision for children with Special Educational Needs are addressed according to the principles set out in the whole school Complaints Procedures.

14.2

In the unlikely event that a complaint about a child's education, health and care needs has not been resolved satisfactorily through the school Complaints Procedure then the child's parents can seek advice from the Local Authority about the local impartial information, advice and support service and the disagreement resolution and mediation procedures.

15. RELATED POLICIES, MONITORING AND POLICY REVIEW

15.1

This Policy should be read in conjunction with other related whole school policies including: Admissions, and Attendance Policy and Procedures, Curriculum, Disability Discrimination, English as an Additional Language, Equal Opportunities, EYFS, Moving on: Preparation for the Next Stage of Education, and Able, Gifted and Talented Pupils.

15.2

This Policy will be reviewed every three years, or before if necessary. It will be presented to the Governors' Teaching, Learning and Curriculum Committee for approval. The minutes of this meeting will be presented to the Governors.

APPENDIX I

Guidelines for Supporting Children with Special Educational Needs and Disabilities

Planning, organisation and implementation of the curriculum should allow pupils with SEND to follow the curriculum and enjoy equality of opportunity.

Teachers should consider the following information in all subject areas, relating it to children with Special Needs (both those with learning difficulties and the more able).

Quality of teaching

Teaching of quality is achieved when:

- There are clear objectives for the lesson
- Pupils are aware of the objectives
- Teachers have a secure command of the subject
- Lessons have a suitable content
- Activities are well chosen to promote learning of the content
- Activities are presented in ways that will engage and motivate pupils.

Quality teaching is demonstrated through planning of work

- Through forecasts, lesson plans and individual notes
- Where lesson content is appropriate and relevant to all pupils' needs
- When the lessons take account of individual needs
- Where they incorporate contributions from other professionals
- Where there is effective use of support staff.

Quality teaching is demonstrated through strategies

- Where teaching methods are varied, appropriate and effective
- When regard is given to the pace of the lesson
- Where pupils are located in positions which enable them to understand the teacher and the responses of other pupils
- When pupils are encouraged to participate
- Where sufficient and appropriate aids and equipment are available
- When support staff are used appropriately.

It is important to match a task to the likely performance of an individual child. Too strong a challenge will produce anxiety; too low a demand will induce boredom and lack of effort.

Differentiation may be by:

- Task - Groups complete a different activity but all activities are designed to show competence in the curriculum area, e.g. one group may draw a strip cartoon to show they understand a sequence of events, another may talk it through with an adult, whilst a third may make a written report.
- Resources – Some children are given additional or different equipment to complete a task, e.g. a pencil grip.
- Teacher focus – The teacher gives a varied amount of support to individuals to enable them to complete an activity.
- Organisation/grouping – Children are grouped or paired to ensure that one child's strength compensates for another's weakness so that they may both show competence in the desired skill, e.g. a good reader is paired with a poorer so that together they can complete a technology workcard.