



The Blue Coat School

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Approved by the Governors' Teaching, Learning and Curriculum Committee

Signed: _____

Date: _____

(A Poole – Chair of Teaching, Learning and Curriculum Committee)

This Policy for Special Educational Needs and Disability was devised by the Director of Learning Success and the Special Educational Needs Co-ordinator in consultation with colleagues in the school.

Date of Next Review: Lent 2027

I. INTRODUCTION

1.1

At The Blue Coat School, Special Educational Needs and Disability (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 pupils of the same age.

1.2

The Blue Coat School Policy for Special Educational Needs and Disability applies to all pupils 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.

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 SEND Code of Practice: 0 – 25 years (SEND Code 2015), the Early Years Foundation Stage Statutory Framework for Group and School-Based Providers (2024), the Children's Wellbeing and Schools Bill (2026) and any other relevant legislation or Guidance.

2. DEFINITIONS

2.1

The SEND 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

Pupils 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

Pupils' 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 pupil'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 pupils with SEND and to encourage them to participate in all aspects of school life wherever possible ensuring that no pupil is discriminated against on the basis of his/her SEND.
- Encourage all pupils to recognise and value the contribution to be made by pupils with SEND.
- Provide appropriate support and teaching strategies for those pupils who have needs which are different from their peers.
- Acknowledge that pupils have a range of individual needs including emotional and behavioural difficulties, and that there are very able or gifted pupils or pupils for whom English is an additional language.
- Enable all pupils to participate fully in learning activities and experiences, by providing a curriculum that responds to the individual development of each pupil and by allowing them to develop to their full potential.
- Support adults and pupils with SEND and meet those individual needs where possible.

4. OBJECTIVES

4.1

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

- Identify pupils with SEND at the earliest opportunity and plan appropriately targeted interventions for progression based on each pupil's particular strengths and needs.
- Assess, monitor and regularly review the effectiveness of interventions and the progress of pupils with SEND to ensure a continuum of provision.
- Ensure that all school staff are aware of each pupil'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 pupils with SEND, so that they may develop in all areas and build a strong sense of self-esteem.
- Formulate, for all pupils 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 pupil 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 pupils with SEND and records of how those needs are being met.
- Maintain an electronic SEND file for each pupil, containing all relevant reports, which shall be available to staff who are directly involved with the pupil.
- Encourage a partnership between parents, pupil and school and, where appropriate, outside agencies, providing information and support as necessary, allowing opportunities for the pupil 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 pupil's progress.
- Endeavour to ensure that each pupil 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 pupils' 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 pupils are met and that the provision made for pupils 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 Anita Poole. This governor is involved in the development of the school Policy for SEND, and in monitoring its effectiveness through liaison with the

Director of Learning Success and the SENCO. 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 SEND Policy and of provision for pupils with SEND. He is also responsible for sanctioning any resource requirements.

5.3 Director of Learning Success and SENCO

5.3.1

All members of staff have responsibility for SEND at The Blue Coat School. The SENCO liaises closely with the Director of Learning Success (a qualified SENCO) to ensure continuity of provision throughout the school.

5.3.2

The Director of Learning Success assists the Head of Pre-Prep and Academic Lead in the development of the SEND Policy and in its monitoring and evaluation. The Director of Learning Success and the SENCO oversee the day-to-day operation of this Policy and, along with the Head of Pre-Prep and Academic Lead, liaise with the named governor to ensure its effectiveness.

5.3.3

The Director of Learning Success and the SENCO are responsible for ensuring that their colleagues understand their responsibilities to pupils with SEND, including the identification of pupils' 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 Director of Learning Success and the SENCO are responsible for ensuring that teachers involve parents closely and that their insights inform action taken.

5.3.5

The Director of Learning Success and the SENCO are responsible for liaising with colleagues where a pupil appears to be behind expected levels, or where a pupil's progress gives cause for concern. They also consider information about the pupil's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the pupil'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 Director of Learning Success and the SENCO help staff to identify and make provision for pupils with SEND, through classroom differentiation and targeted support, when there are concerns about a pupil's progress or development. The Director of Learning Success and the SENCO support colleagues to provide effective learning strategies for individual pupils where necessary and provide advice on the graduated approach to providing SEND support.

5.3.7

The Director of Learning Success and the SENCO assist the teachers with monitoring the progress of specific pupils as and when required. They might also undertake small group work or provide individual support. Individual teaching is sometimes provided for pupils with an Individual Pupil Profile who it is thought still require some support. This is after agreement with the parents.

5.3.8

The Director of Learning Success and the SENCO are responsible for liaising with Heads of Year to ensure that pupils with SEND are included on Year Group Action Plans. They also attend and contribute to Year Group Action Plan progress meetings.

5.3.9

The Director of Learning Success and the SENCO undertake specific assessments of pupils as and when necessary and refer pupils to outside agencies as appropriate. They ensure that the results of assessments are made known to staff and parents.

5.3.10

The Director of Learning Success and the SENCO liaise with colleagues to review pupils' progress, collect information and support the writing of an Individual Pupil Profile. They liaise with parents of pupils with Individual Pupil Profiles (IPP) and involve them in decision making. They meet with parents and colleagues to review the pupil's progress.

5.3.11

The Director of Learning Success and the SENCO 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 pupils with SEND, including those who have Education, Health and Care Plans.

5.3.12

The Director of Learning Success and the SENCO liaise with external agencies including the 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.

5.3.13

The Director of Learning Success or SENCO attend Nursery Readiness Assessments. The Director of Learning Success and the SENCO may liaise with early years providers regarding pupils to be admitted to the school. The Director of Learning Success and the SENCO may liaise with other schools regarding the transfer of pupils to new schools to ensure that a smooth transition takes place.

5.3.14

The Director of Learning Success and the SENCO co-ordinate the work of any LSA (Learning Support Assistants).

5.3.15

The Director of Learning Success and the SENCO ensure that suitable exam arrangements are made for pupils who cannot cope with the normal exam procedures, or who require dispensations advised by educational psychologists.

5.3.16

The Director of Learning Success and the SENCO are responsible for liaising with the Designated Teacher where a 'Looked After Child' has SEND.

5.3.17

The Director of Learning Success and the SENCO 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.

5.3.18

The Director of Learning Success and the SENCO 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.

5.3.19

The Director of Learning Success administers the annual Special Needs budget, identifying and determining which materials and equipment should be purchased to support the teaching of pupils with SEND.

5.3.20

The Head of Pre-Prep and Academic Lead liaises with the Director of Learning Success to 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 pupils who are causing concern and notify the Director of Learning Success and the SENCO.
- Liaise with the Director of Learning Success and the SENCO to develop, implement and review appropriate IPPs.
- Ensure that pupils 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 pupil's progress towards the planned outcomes and adjust interventions as appropriate.
- Improve his/her skills for the teaching of special needs pupils by taking opportunities to attend appropriate INSET.
- Share targets with pupils 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. Pupils 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 Pupils 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 pupil with additional needs will be able to cope with the Prep programme, complete or modified, given the specialist help available. Pupils 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 pupil has performed poorly on the written tests.

6.2.2

Some pupils with additional needs 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.

6.2.3

As stated in the Admissions Policy, it is expected that pupils in Pre-Prep will subsequently transfer to Prep, unless in the School's view this would not be in the child's best interests. It is expected that pupils in Prep will continue at the School until they have completed Year 6, unless in the School's view this would not be in the child's best interests. As stated in the school's terms and conditions, if the school feels there is a reason why a pupil may be refused a place in the next year group, the Parents will be consulted before the end of the Lent Term.

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

6.3.1

Details of the support provided for pupils 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 pupils whose first language is not English. Staff look carefully at all aspects of the pupil's performance in different areas of learning and development to establish whether lack of progress is due to limitations in the pupil's command of English or derives from a special educational need or disability.

6.4 Pupils with behavioural needs

6.4.1

Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil 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 main Designated Safeguarding Lead is also the Designated Teacher for Looked After Children. The Director of Learning Success and the SENCO will liaise closely with the 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 (PEP). 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 Director of Learning Success 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 Ison Lodge. In St. Martin's access for wheelchairs is only available to the ground floor, via inclined tarmac surfaces. Toilet facilities for a disabled adult are available. The nosings of some stairs are a contrasting colour as an aid for pupils/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 Ison Lodge is via level surfaces.

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.

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 pupil'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 needs. Staff and pupils know which pupils receive such support, but the atmosphere is one of understanding and encouragement. (See *Appendix 1* for Guidelines for Supporting Pupils with SEND.)

6.7.3

Children in Nursery with SEND 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 SEND 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 SEND 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 pupils are given the opportunity to demonstrate their true ability in examinations. Some pupils may need to have extra time or rest breaks during an examination and some pupils 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 Director of Learning Success and the SENCO 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 pupils 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 pupil 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 pupil's EHC Plan is made. This may 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 who is wholly or partly funded by a Local Authority 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 pupil'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 pupil's needs have become apparent or have been identified, the Director of Learning Success and the SENCO will be informed and will observe or work with the pupil within a half term from concerns being raised. Early discussions will be held with the pupil's parents and, where appropriate, the pupil. The pupil'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 pupil are noted for the school records and issued to the pupil's parents. Early discussions with the pupil's parents and the pupil 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 Director of Learning Success, the SENCO and the child's parents. This is re-evaluated during the Lent and Trinity Terms. Further Baseline Assessments will be completed at the start of Reception.

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 Director of Learning Success or 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 Director of Learning Success or the SENCO and the child's Class Teacher (Nursery and Reception). In Nursery and Reception this will take the form of an IPP. 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 IPP which includes targets for the child and strategies for meeting these targets. The Director of Learning Success and the SENCO provide relevant support for colleagues and oversee the implementation of the IPP. The Director of Learning Success or the SENCO may also provide one-to-one or small group support. The Director of Learning Success and the SENCO also provide support in assessing the child's response to the IPP.

7.3.4 Review

7.3.4.1

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

7.4.1.2

Where there is little or no improvement in a pupil's progress, more specialist assessment may be called for from specialist teachers, health professionals or other agencies. 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 pupil's parents have been informed, then the teacher and the Director of Learning Success or the SENCO will agree, in consultation with the pupil's parent and the pupil, 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 IPP. The Director of Learning Success or the SENCO will ensure that all staff working with the pupil are made aware of the pupil's needs, the outcomes sought, the support to be provided and any teaching strategies or approaches that are required.

7.4.2.2

The School IPP will outline the support and intervention to be provided to meet the outcomes identified for the pupil, 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 pupil 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 pupil. The teacher will work closely with the Director of Learning Success or the SENCO and other colleagues involved to plan and assess the impact of support and interventions and determine how these link to classroom teaching. The Director of Learning Success or the SENCO may also provide one-to-one or small group support. The Director of Learning Success or the SENCO will support the teacher in any further assessments of the pupil'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 usually only provided for pupils 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 Director of Learning Success' discretion.

7.4.4 Review

7.4.4.1

The School IPP is reviewed regularly, at least termly. The impact and quality of the support is evaluated by the Class Teacher (Key Stage 1) or Form Tutor/Subject Teacher (Prep), the Director of Learning Success or the SENCO and the pupil's parents, taking into account the views of the pupil. Outcomes and support for the pupil are revised in accordance with the pupil'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 pupil, the pupil 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 Director of Learning Success 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 pupils with SEND will have their needs met as set out in the paragraphs above. However, some pupils 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 pupil, and to secure the best possible outcomes for them across education, health and social care.

7.5.2

The Director of Learning Success or the SENCO will liaise with colleagues to implement the targets set to achieve the outcomes set out in an EHC Plan devised for a pupil by the Local Authority. The Director of Learning Success or the SENCO will liaise with colleagues to review the pupil'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 pupil 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 Director of Learning Success or SENCO 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 pupils with SEND. These are held termly and are usually initiated by Director of Learning Success, the SENCO or the Class/Form Teacher.

8.1.2

The Director of Learning Success or the 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 IPP and the targets proposed periodically. Pupils 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 IPP.

9. RECORDS

9.1 SENCO Records

9.1.1

Records of each pupil in the school identified as having SEND are kept centrally by the Director of Learning Success and the SENCO. Staff can access these on a 'need-to-know' basis. IPPs are stored on a cloud-based platform for all staff to access.

9.1.2

The Director of Learning Success and the SENCO keep records of any appropriate assessments made. The assessment could result from a concern raised, initial identification, a review period, or as a pupil completes part of his/her IPP. Outcomes of all assessments made by the Director of Learning Success and the SENCO are shared with the Class/Form Teacher and relevant Subject Teacher.

9.3 SEND Register

9.3.1

A central SEND Register is kept by the Director of Learning Success and SENCO. This is updated at least termly by the Director of Learning Success and the SENCO to show which pupils have an IPP or an EHC Plan and why. Relevant staff are informed about the needs of the pupils 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 pupils and groups of Year 2 pupils. Computer facilities are available in these rooms.

10.1.2

A Sensory Room is a bookable resource for use across the school.

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 Director of Learning Success and the SENCO 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, information packs and online materials to update and enhance staff knowledge and understanding of SEND are available from the Director of Learning Success and the SENCO.

10.4 Curriculum Resources

10.4.1

Curriculum leaders should take into account SEND and the importance of providing adaptation for the individual needs of all pupils (lower and higher prior attaining) when planning resources in their curriculum area.

11. PARTNERSHIP WITH PARENTS AND EXTERNAL AGENCIES

11.1 Partnership with Parents

It is recognised that the relationship between parents and the school, has a crucial bearing on the pupil's developmental and educational progress. Parents and the school are seen as partners in the pupil'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, or other professionals 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 Head of Pre-Prep and Academic Lead to discuss the pupil'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 Director of Learning Success or 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 IPP agreed upon.

11.2.5

Parental involvement is encouraged at all times. At review meetings with the Director of Learning Success, 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 pupil has an IPP, copies of the review reports and the new IPPs are sent to the parents for their reference and action.

11.3 Parent Communications

11.3.1

Parents are provided with written academic 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 Director of Learning Success and the SENCO are available for consultations by appointment. Direct access to book meeting slots is available through the [Learning Success Parent Portal](#).

11.3.3

Events for new Nursery parents are held during 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 and Academic Lead.

11.3.4

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

11.3.5

Parents are invited to attend Parent Inclusion Forums throughout the year.

11.4 External Agencies

11.4.1

The Director of Learning Success and the SENCO may seek advice from an outside agency for a pupil with an IPP (Pre-Prep and Prep), with the agreement of the pupil's parents.

11.4.2

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

11.4.3

The Director of Learning Success and the SENCO have responsibility for liaising and developing good working relationships with external support services.

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

12.1

General details about the transfer of pupils 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 pupil having SEND, advice is given to parents, following full staff discussion, as to the amount of continuing support the pupil may need as he or she progresses to the next stage in his or her education.

12.4

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

12.5

In certain circumstances the School may decide that the pupil'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 is also held at school on topics of general concern or interest. Special Needs are included in this general programme. The Director of Learning Success and the SENCO contribute to these sessions as and when appropriate.

13.2

Relevant updates on SEND are shared with all members of staff.

13.3

There are many organisations which provide advice, information and training on specific impairments. These are shared via the [Learning Success Parent Portal](#) and [Learning Success Staff Digital Hub](#) and include:

- Neuroinclusive Education Network (NEN) (<https://www.nen.org.uk/>).
- The Communications Trust for speech, language and communication difficulties (<https://speechandlanguage.org.uk/>) (www.slcframework.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 Head of Pre-Prep and Academic Lead and the Director of Learning Success 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 pupils 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 pupil’s education, health and care needs has not been resolved satisfactorily through the school Complaints Procedure then the pupil’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: Safeguarding and Child Protection, Admissions, and Attendance Policy and Procedures, Anti-Bullying, Behaviour Management and Exclusions, 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 annually, or before if necessary. It will be presented to the Governors’ Teaching, Learning and Curriculum Committee for approval in the Lent Term. The minutes of this meeting will be presented to the Governors.

APPENDIX I

Guidelines for Supporting Pupils 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 pupils with Special Needs (both those with learning difficulties and those with higher prior attainment).

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 pupil. Too strong a challenge will produce anxiety; too low a demand will induce boredom and lack of effort.

Adaptation may be by:

- Task - Groups complete a activities with differing levels of scaffolding but all activities are designed to show competence in the curriculum area, e.g. some activities may involve drawing a strip cartoon to show they understand a sequence of events, another may involve talking it through with an adult, whilst a third may involve making a written report.
- Resources – Some pupils 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 or groups to enable them to achieve a learning objective.

- Organisation/grouping – Pupils are grouped or paired to ensure that one pupil'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.