



# Blue Coat Church of England Academy

## Special Education Needs and Disabilities Information Report

Date:	September 2018	
Prepared by:	K L Pritchard	
Ratified by the Governing Body on:		
	Signature	
Principal	<i>DJ Smith</i>	Mr D. Smith
Chair of Governors	<i>H. Bishop</i>	Rev. H. Bishop
Review date:	July 2019	

## Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

### The SENCo Mrs K Pritchard

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the academy's SEND Policy (see appendix) to make sure all children get a consistent, high quality response to meeting their needs in school.
  - Ensuring that you are:
    - involved in supporting your child's learning
    - kept informed about the support your child is getting
    - involved in reviewing how they are doing
  - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
  - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs, through regular reports and review meetings.
  - Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least 2 times a year
  - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
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### The Deputy SENCo Mrs K Jones

Responsible for:

- Supporting the SENCo with the above responsibilities.
  - Management and implementation of Medical Plans
  - Management and implementation of Medical Register
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### The Assistant SENCo Mr A Ahmed

- Supporting the SENCo and Deputy SENCo with the above responsibilities.
  - Co-ordinating the Level 1 Pathway for KS5 pupils.
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### Class/subject teacher

In addition to their regular classroom responsibilities class teacher are also responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) .
  - Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
  - Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
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### **Principal Mr D Smith**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
  - He will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
  - He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
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### **SEN Governor:**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

### **What are the different types of support available for children with SEND in Blue Coat CE Academy?**

#### **Class teacher input via targeted classroom teaching.**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- That different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.

- That your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Our SENCo leads a strong team of support staff who are all trained in the delivery of the Catch Up Reading programme, pragmatics sessions and precision teaching. All TAs have been trained to support all pupils with a wide range of educational, social and emotional needs and have focused on specific learning difficulties such as; Autism, Dyslexia, ADHD and Speech and Language Difficulties. This training has ensured we are 'Future Ready' and able to provide for all needs. This training is on-going in order to guarantee the school are up to date with the current guidance therefore, ensuring all children are provided with the appropriate support.

Our SEND team are able to undertake small group work or one to one support as appropriate to meet the needs of pupils with special educational needs.

### **Specific group work with in a smaller group of children.**

This group, often called withdrawal groups by school, may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

### **Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups**

This means the individual has been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority (LA) central services such as the Hearing Impairment Team (for students with a hearing needs) or Educational Psychologist.
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group
  - A group or individual work with outside professional
- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through teaching and intervention groups.

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### **Specified Individual support**

This is usually provided via an Education, Health and Care Plan (EHC Plan). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Hearing Impairment Team (for students with a hearing needs) or Educational Psychologist.
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child to help them progress academically, emotionally and socially.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong

**How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress you should speak to your child's class teacher initially or their Heads of College
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or the Principal
- If you are still not happy you can speak to the school SEND Governor.

**How will the school let me know if they have any concerns about my child's learning in school?**

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning
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## How is extra support allocated to children and how do they move between the different levels?

- The school budget includes money for supporting children with SEND.
- The Principal decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Principal will discuss all the information he has about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected and decide how the funding is to be utilised.
- All resources/training and support are reviewed regularly and changes made as needed.

## Who are the other people providing services to children with an SEND in this school?

Directly funded by the school:

- Deputy SENCo
- Assistant SENCo
- Designated Safe Guarding Lead
- Deputy Designated Safe Guarding Lead
- Success Centre Manager
- Deputy Success Centre Manager
- Education Welfare Officer
- 1 Director of Colleges
- 4 Heads of College
- 6 Teaching Assistants
- Children, Young People, Multi-Agency, Training and Development Lead.
- Educational Psychology Service

Paid for centrally by the Local Authority but delivered in school:

- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Team)
- Street Teams- Safe guarding young people against child sexual exploitation
- Young People's Sexual Health Service

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy

## How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENCo's job is to support the class teacher in planning for children with SEND.

- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autistic Spectrum Disorder (ASD) and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from SALT.

### **How will the teaching be adapted for my child with SEND?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.

### **How will we measure the progress of your child in school?**

- Your child's progress is the responsibility of their class teacher and is continually monitored by them.
- His/her progress is reviewed formally every 10 weeks and a level based on the current GCSE levels. A more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress, this is called the Continuum. The steps on the Continuum also form the targets on your child's IEP.
- Children on SEND Support or have a EHC Plan will have an IEP which will be reviewed with your involvement, termly and new targets set.
- The progress of children with a EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in, through consultation with classroom teachers, teaching assistance and any external services that may be involved with child.

### **What support do we have for you as a parent of child with an SEND?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEPs will be reviewed with your involvement every 6 months.
- The SENCo and Support staff will be available at parents evening to discuss your child's progress.

## How is Blue Coat CE Academy accessible to children with SEND?

We ensure that the following are accessible to all children regardless of their needs.

- Equipment used in and around the school
- After school provision
- Extra-curricular activities
- Lunch time and breakfast clubs
- Help developing social and life skills.

Nurture groups are available for pupils whose attainment is lower than average or struggle within large group situations. The group follows the same curriculum as the rest of the school alongside attending Key Skills sessions which help boost their literacy skills. The class is smaller than the average class size, and has a Teaching Assistant allocated in the majority of lessons.

When your child enters Key Stage 4 they may be guided down a skills route. The skills route includes subjects tailored to meet the needs of your child and enable them to achieve some qualifications at the end of the Year 11.

In KS5 we offer a pathway designed for SEND students who would not normally qualify for mainstream 6<sup>th</sup> form due to them not achieving the required level 4 in either English or Mathematics. This pathway is tailored specifically to the needs of those who require additional academic, social and emotional support, and may find the challenges of moving to a college setting demanding and overwhelming. We work in collaboration with Walsall Adult Community College (WACC) to deliver vocational courses that have not traditionally been on offer. Initially the students will be taught the content of the courses at Blue Coat and then, when they are ready, they will slowly transition into the college setting where they will complete the remainder of their qualification. This will be done over a period of time to suit the individual.

Owing to the nature of our site, we are unable to cater for needs of children who have significant mobility difficulties.

## How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made available for them.
- In Year 10/11:
  - The SENCo along with our Independent Careers adviser will meet with your child to discuss their Post 16 education and offer support and guidance to help the transition run smoothly and stress free.
  - You are welcome to attend any meetings held with the careers advisor, and you can contact the careers advisor to discuss on concerns or ask any questions.

**The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

- Your first point of contact is your child's subject teacher or Head of College. In addition, our SENCo is here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the Principal at any time. If he cannot solve your issues, then you may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.
- If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the SENCo.
- The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 652871. Alternatively, the Information, Advice and Support Services (SEND) (IASS) (01922 650330) provide independent information and advice.

Link to other policies:

SEND Policy- Available to view on our school website [www.bluecoatacademy.org](http://www.bluecoatacademy.org)