Blue Coat

Church of England

Academy

Special Education Needs and Disabilities

Information Report

Date:		September 2026
Prepared by:	K L Pritchard	
Ratified by the Governing Body on:		1st October 2026
	Signature	
Principal		Mr D. Smith
Chair of Governors		A Clayton
Review date:		September 2027

From Ephesians 4 v 1:
"I urge you to walk in a manner worthy of the calling to which you have been called".

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 SENDCo 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 Support Plans (ISP), 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.

The Assistant SENDCo Mr A Ahmed
Responsible for:

- Supporting the SENDCo and with the above responsibilities.
- Co-ordinating the Level 1 Pathway for KS5 pupils.
- Management and implementation of Medical Plans
- Management and implementation of Medical Register

SEND Administrator and Intervention Co-ordinator
Responsible for:

- Supporting the SENDCo and Assistant SENDCo with the above responsibilities.
- Manage the day-to-day administration within the SEN Department and support areas.
- To co-ordinate the delivery of SEND intervention programmes including scheduling, monitoring and evaluating.
- To deliver intervention programmes to individuals and groups of students to enhance the SEND provision.

Class/subject teacher
In addition to their regular classroom responsibilities class teachers are also responsible for:

- Delivering the **universal offer** of high-quality, inclusive teaching that meets the needs of all pupils, in line with the Academy's Teaching and Learning Policy. This means teachers are teachers of SEND and must adapt their lessons using strategies such as scaffolding, modelling, retrieval practice and structured participation routines (e.g. *Stop & Jot*, *Turn & Talk*, *Cold Calling*).
- Teachers also check on the progress of your child and identify, plan and deliver additional help when required. They ensure that any staff working with your child are supported to deliver the planned programme effectively.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Assistant Principal for School Improvement and Christian Distinctiveness Ms R Smith
Responsible for:

- Providing strategic leadership for inclusion across the academy.
- Line management of the SENDCo and oversight of the academy's SEND provision.
- Ensuring that SEND, pastoral support and inclusion practices are aligned with the academy's vision and Christian values.
- Monitoring the effectiveness of provision and outcomes for students with SEND and other vulnerable groups.
- Supporting quality assurance processes, including SEND reviews, provision mapping and the graduated approach.
- Working with senior leaders, governors, parents/carers and external agencies to ensure students receive appropriate support and achieve positive outcomes.
- Promoting a culture of belonging, participation and high aspirations for all students.

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 SENDCo 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.

SEND 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 SENDCo 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 gaps 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 SENDCo leads a strong team of support staff who are all trained in the delivery of a range of intervention programmes. Support Workers 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 Speech and Language Difficulties as well as those with a Visual impairment. This training has ensured we are 'Future Ready' and able to provide for a range of 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 Support Workers 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 Support Worker/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/SENDCo 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/SENDCo (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.

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/SENDCo 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 Year
- 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 SENDCo 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

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, Assistant Principal for School Improvement and Christian Distinctiveness and SENDCo review the provision and resources required to meet the needs of students with SEND and make recommendations regarding budget allocation.
- 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.

The school receives notional SEN funding, and for pupils with the highest levels of need, the Local Authority provides additional funding through Education, Health and Care Plans (EHCPs)T

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

Directly funded by the school:

- Assistant Principal for School Improvement and Christian Distinctiveness
- Assistant SENDCo
- SEND Administrator and Intervention Co-ordinator
- Student Welfare and Engagement Lead (DSL)
- Student and Families Welfare Lead (DSL)
- Inclusion Lead (SEMH)
- Inclusion Lead (Behaviour & Welfare)
- Student Attendance Support Officer
- Student Support Administrator
- SEND Advocate
- Heads of Year
- Learning Support Workers
- 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 SEND and what training do they have?

- All staff receive regular training in inclusive practice, linked to the Teaching and Learning Policy. This includes instructional coaching, CPD on scaffolding and retrieval practice, and opportunities to share good practice across departments.
- Learning Support Workers (LSWs) have additional training in areas such as Pragmatics (Social Skills groups), Lego Therapy, and Precision Teaching. The Assistant SENDCo is responsible for KS4–5 transition and ensures students are supported onto the Foundation Pathway.

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

- Adaptations are informed by One Page Profiles (OPPs) and assessment data (such as reading ages). Teachers adapt by process, content, material and/or outcome. This may include scaffolded activities, chunked tasks, targeted questioning, deliberate grouping, worked examples and extended time for tasks. Staff also make use of assistive technology such as Immersive Reader where appropriate.
- Learning Support Workers (LSWs) 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?

- Following the removal of National Curriculum levels, Blue Coat Church of England Academy has adopted a **continuum model of assessment at Key Stage 3**. Within every department, curriculum strands of knowledge, understanding and skill are identified, based on GCSE Assessment Objectives. Students are assessed against these strands, which provide a comprehensive profile of their attainment and progress, recognising both strengths and areas for development.
- Your child's progress is the responsibility of their class teacher and is continually monitored through this assessment model and through high-quality, inclusive teaching — the **universal offer**.
- Progress is reviewed formally every term, and at Key Stage 4 and 5 is reported using current GCSE levels (1–9) or equivalent qualification levels.
- In addition to this, pupils with special educational needs may have more frequent assessments of communication skills, social skills, reading age and spelling age, for example. If these assessments do not show adequate progress is being made, the Individual Support Plan (ISP) will be reviewed and adjusted. This forms part of the **Assess, Plan, Do, Review (APDR) cycle**, which underpins our approach to SEND. Through the APDR cycle, provision is continually evaluated and adapted to ensure your child's needs are met and they make progress.
- Children on SEND Support or those who have an Education, Health and Care Plan (EHCP) will have their ISP reviewed with your involvement twice during the school year, and new targets will be set. The progress of children with an EHCP is also formally reviewed at an **Annual Review**, with all adults involved in their education
- The SENDCo 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 SENDCo 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.
- We hold a review twice during the school's academic year, this allows all school staff, other professionals and family or carers involved with a pupil, to share information, celebrate progress and achievement and plan next steps. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents
- The SENDCo 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.

For pupils who struggle with their Social, Emotional and Mental Health, they will either have 1:1 sessions or small group sessions on a regular basis with a member of the team.

For pupils who are lower academically to their peers, they will follow the same curriculum as the rest of the school alongside attending intervention sessions which help boost their literacy skills and/or numeracy skills. The class has a Learning Support Assistant allocated in the majority of lessons.

All pupils who enter Key Stage 4 will have the same options.

In KS5 we offer the **Foundation Pathway**, designed for students who do not meet the entry requirements for the mainstream sixth form (typically not achieving a grade 4 in English and/or Mathematics). This pathway is open to a range of learners, including those with SEND, and is tailored to provide additional academic, social and emotional support. Alongside GCSE retakes and Functional Skills, students can study a range of Level 1 and Level 2 qualifications. They also develop independence and life skills, supported through work experience, to prepare them for adulthood and working life

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 a smooth as possible.

- If your child is moving to another school:
    - We will contact the school SENDCo 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 OPPs 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 Senior Leadership Team along with our 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 career's advisor, and you can contact the careers advisor to discuss on concerns or ask any questions.

Safeguarding and SEND

At Blue Coat Church of England Academy, keeping children safe is our highest priority. In line with **Keeping Children Safe in Education (2026)**, we recognise that pupils with SEND may face additional safeguarding challenges, including communication barriers, increased vulnerability to bullying, radicalisation, online risks, and SEMH difficulties.
To address this:

- All staff are trained in both safeguarding and SEND awareness and are expected to act immediately on concerns.
- Pupils are supported to express worries through trusted adults, visual supports, adapted communication strategies, and our SEND Advocate role.
- The SENDCo works closely with the Designated Safeguarding Lead (DSL) and external professionals where needed.
- Mental health and wellbeing are supported through interventions such as Lego Therapy, Zones of Regulation, Social Stories and Art Therapy.
- Online safety teaching is adapted for SEND pupils, with a focus on building digital resilience.
- Safeguarding for pupils with SEND is overseen jointly by the SENDCo and DSL, and monitored by the SEND Governor.

- The Assistant Principal for School Improvement and Christian Distinctiveness provides strategic oversight of SEND provision and works closely with the SENDCo and Designated Safeguarding Lead to ensure vulnerable learners are effectively supported.

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 Year. In addition, our SENDCo is here to listen to your concerns. If you are not satisfied that your concern has been addressed, you may speak to the Assistant Principal for School Improvement and Christian Distinctiveness . If the matter remains unresolved, you may then contact the Principal.

- If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the SENDCo.

- 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 (SENDIASS) (01922 612008) provide independent information and advice.

Accessibility Policy

The Disabilities Discriminations Act has amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of school for disabled pupils and to implement their plans. See Accessibility plan for further information.

Medical Policy

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality act 2010.

Unfortunately due to the nature of our school site, we are unable to cater for pupils who have significant mobility difficulties.

See the Medical policy for further information

Bullying Policy

See Bullying Policy for further information

Link to Walsall's SEND Local Offer- The SEND Local Offer | Walsall Council

Appendices

Teaching and Learning Policy-- Available to view on our school website www.bluecoatacademy.org

SEND Policy- Available to view on our school website www.bluecoatacademy.org