Blue Coat

Church of England Academy

Special Education Needs and Disabilities

Policy

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

Contents

Introduction 2
Beliefs 2
Aims and Objectives 2
Definitions 3
Provision 3
Identifying Special Educational Needs 3
The Academy's approach to teaching students with special educational needs. 5
How the school adapts the curriculum and learning environment for students with special educational needs. 5
Additional support for learning that is available to students with special educational needs. 6
How the school evaluates the effectiveness of its provision for students 7
Information about the expertise and training of staff in relation to students and young people with special educational needs and how specialist expertise will be secured. 8
The arrangements for consulting Parents and carers of students with special educational needs about, and involving them in, their education. 9
The arrangements for consulting young people with special educational needs about, and involving them in, their education. 10
The arrangements made by the governing body relating to the treatment of complaints from Parents and carers of students with special educational needs concerning the provision made at the school. 10
Safeguarding and SEND 11
Links to Other Policies 12

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

Blue Coat Church of England Academy is an inclusive Christian learning environment, our school values underpin all of our policies: Wisdom, Endurance, Service, Kindness and Hope.

Introduction

This policy was created by the SENDCo in liaison with Governors, SLT, all staff and Parents and carers of students with SEND. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Children and Families Act 2014
- Keeping Children Safe in Education (KCSIE) Latest September 2025
- Statutory Guidance on Supporting students at school with medical conditions August 2017
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Assessment Policy
- SEND Information Report September 2025

Beliefs and Values

Blue Coat Church of England Academy places great importance on striving to meet the needs of ALL students in the school and fully recognises that some students will require additional help to access the curriculum and fully participate in learning.

ALL students, whatever their ability, have an entitlement to a broad and balanced curriculum tailored to their individual needs. They have the opportunity to achieve their full potential and to fully participate in their own individual learning.

Aims and Objectives

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole school, whole student” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEN Inclusion policy.
- To provide support and advice for all staff working with special educational needs students.

- To provide support and advice for all Parents and carers of students with special educational needs students.

Definitions

Definition of SEN: A student 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 student of compulsory school age or a young person has a learning difficulty 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 in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4)

Definition of disability: Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' SEN Code of Practice (2014, p5)

Provision

At Blue Coat C of E Academy, we are highly inclusive and can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance Autism, Visual Impairment, learning difficulties and behavioural and social and emotional difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs are met.

Our school also meets the needs of students with an Education, Health and Care Plan with the following kinds of needs: Speech Language and Communication Needs (SLCN), Social, Emotional and Mental Health (SEMH), Sensory Needs and Cognition and Learning. Decisions on the admission of students with a statement or Education, Health and Care Plan are made by the school with advice from the Local Authority.

The admissions arrangements for students without an Education, Health and Care plan do not discriminate against or disadvantage disabled students or those with special educational needs.

Identifying Special Educational Needs

The Code of Practice suggests that students are only identified as SEN if they do not make adequate progress once they have had all intervention/adjustments and good quality personalised teaching.

At Blue Coat C of E Academy both teachers and other adults are aware of their students' capabilities, prior learning and understanding. They are supported by the school's assessment for learning records which help inform next steps. This ensures target setting is rigorous and based on detailed knowledge of the students. Students are set targets and assessed against these throughout. As well as continual teacher assessment through student observation, questioning and marking, summative assessments are undertaken three times a year.

The academy recognises that some students may demonstrate emerging needs or barriers to learning that are not currently identified as SEND. Concerns regarding a student's progress, communication and interaction, cognition and learning, social, emotional and mental health, sensory or physical needs may be raised at any time by teaching staff, support staff, parents/carers, or the student themselves. Where concerns are identified, a SEND Referral Form may be completed and submitted to the SEND Team Information from assessments, classroom observations, attendance, pastoral information, progress data and discussions with parents/carers and the student will be considered as part of the school's graduated approach to determine whether additional support, further assessment or SEND identification is required.

The SEND Code of practice clearly states that teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. (2014 pg. 88, 6:37). Where progress is not sufficient, even if a special educational need has not been identified, we will put in place extra support to enable the student to catch up. Detailed information about this support is available in our SEND Information Report.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with Parents and carers, we will use a range assessment tools to determine the cause of the learning difficulty. We have access to external advisors from CAHMS, our Speech and Language Therapist (SALT), our Educational Psychologist (EP), Occupational Health (OT), Visual impairment (VI) and Physiotherapy.

The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with Parents and carers, put into a One page Profile (OPP) and reviewed twice in the school academic year, and refined or revised if necessary. At this point we will have identified that the student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

We always ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used. This is done through the use of in-house training, external provider training and specific training from our EP.

The Academy's approach to teaching students with special educational needs.

High quality teaching, adapted for individual students is the first step in responding to students who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching. This aligns with the Academy's **Teaching & Learning Policy**, (T&L) which sets out the expectation that all teachers are teachers of SEND and that effective teaching follows *Rosenshine's Principles of Instruction* and the Academy's **memory model**.

Teachers are expected to:

- Implement strategies such as scaffolding, modelling, retrieval practice and questioning to support all learners.
- Make use of the Academy's agreed inclusive routines (Stop & Jot, Turn & Talk, Cold Calling, Show Me, Call & Response), which provide structured participation opportunities for SEND learners.
- Maintain consistently high expectations for all students, adapting tasks, materials and outcomes to ensure accessibility.

In meeting the needs of every student, the school employs additional teaching approaches, for instance, one-to-one tutoring, precision teaching, mentoring, and small group teaching. These are supplemented by strategies drawn from the T&L Policy, ensuring a consistent whole-school approach.

How the school adapts the curriculum and learning environment for students with special educational needs.

Adaptations to the curriculum are informed by One Page Profiles (OPPs), reading age data and assessment information, in line with the T&L Policy expectation that teachers adapt by process, content, material and/or outcome.

Examples include:

- Scaffolded activities, use of models, worked examples and chunked tasks.
- Targeted questioning and deliberate grouping strategies (peer tutoring, mixed ability, jigsaw grouping).
- Extended time for tasks, particularly for assessments.
- Use of relevant technology such as Immersive Reader.

Where classroom adaptation does not result in sufficient progress, teachers seek advice and support from the SENDCo or Assistant SENDCo.

Students whose struggle with their Social, Emotional and Mental Health will have access to either 1:1 sessions or small group sessions on a regular basis with staff trained in a number of interventions, including Lego Therapy, Zones of Regulation, Social Stories and Art Therapy. We use Strengths and Difficulties questionnaires to support in identifying areas of need and use this information to create a OPP for the individual student.

For students 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 may have Learning Support Worker allocated in the majority of lessons.

When your child enters Key Stage 4, they will be guided to make the correct choices for their option subjects. They will meet with a member of the Senior Leadership Team and the schools career advisor to discuss their career pathway and the options available to them. These meetings will ensure they have made informed choices.

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. It is particularly suited to students who may find the challenges of moving directly to a college setting demanding or overwhelming.

Students on the Foundation Pathway can:

- Retake GCSE English and/or Mathematics or study Functional Skills English and Mathematics.
- Choose from a range of Level 1 and Level 2 qualifications, depending on their strengths, needs and career aspirations.

Alongside their academic programme, students develop independence and life skills that prepare them for adult and working life.

<u>Additional support for learning that is available to students with special educational needs.</u>

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is in our Information Report. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of

resource for students with high needs, and above that amount the Local Authority should provide top up to the school.

If a student's Education, Health and Care Plan identify something that is significantly different to what is usually available, there will be additional funding allocated, this is called 'High Needs Funding'. Parents and carers will have a say in how this is used. They will be told if this means they are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, Parents and carers and school.

How the school evaluates the effectiveness of its provision for students

Evaluation of SEND provision aligns with the Academy's assessment cycle as outlined in the T&L Policy. This includes formative, summative and diagnostic assessments, following a **diagnosis – therapy – testing** approach.

- Teachers provide accessible feedback to SEND students, ensuring clarity of next steps.
- Progress is reviewed through OPPs and evidence from assessments informs refinements to provision.
- SEND provision is also monitored through whole-school quality assurance processes (learning walks, book scrutiny, lesson observations and student voice), ensuring consistency between SEND and wider teaching practice.

Each review of the One Page Profiles will be informed by the views of the student, Parents and carers and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:
• Is significantly slower than that of their peers starting from the same baseline
• Fails to match or better the student's previous rate of progress
• Fails to close the attainment gap between rate of progress
• Widens the attainment gap

For students with an Education, Health and Care Plan there will be an annual review of the provision made for the student, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Every student in the school has their progress tracked as outlined in assessment policy. At Key Stage 3, the Academy uses a **continuum model of assessment**. Within each department, strands of knowledge, understanding and skill are identified, based on GCSE Assessment Objectives. Students are assessed against these strands to provide a comprehensive profile of attainment and progress, highlighting strengths and areas for development. At Key Stages 4 and 5, progress is reported using current GCSE grading (1–9) or equivalent qualification levels.

In addition to this, students with special educational needs may have more frequent assessments of communication skills, social skills, reading age and spelling age, for example. By using these assessments, it is possible to see if students are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made, the Individual Support Plan 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 meet student needs, promoting an active process of review and improvement for all students.

Information about the expertise and training of staff in relation to students and young people with special educational needs and how specialist expertise will be secured.

All teachers and Learning Support Workers (LSWs) have had the following training in 'Identifying and Support SEND Students'. LSWs have had further training in Pragmatics (Social Skills group), Lego Therapy and Precision Teaching. All LSWs receive on-going training in specialist areas such as Dyslexia and ADHD.

Teachers are responsible for delivering the universal offer of high-quality, inclusive teaching that meets the needs of all students in the classroom. The Learning Support Workers (LSWs) complement this by delivering identified interventions to students, for which they are responsible for the planning, delivery and recording. LSWs also provide in-class support, working alongside teachers to ensure that all students can access the curriculum and make progress.

Alongside the Special Educational Needs Coordinator (SENDCo) there is the Assistant SENDCo who is responsible for the day to day running of the department alongside completing medical plans for students with medical needs. They are also responsible for the transition of KS4-5 students onto our KS5 Foundation Pathway. They are readily available in the absences of the SENDCo.

Where a training need is identified beyond this, we work with a range of multi-agency partners who are able to deliver training. We also work closely with our Educational Psychologist, our Speech and Language Therapist, the Visual Impairment Team and Occupational Therapy and Physiotherapy services. The cost of training is covered by the notional SEN funding.

In addition to SEND-specific training (e.g. Pragmatics, Lego Therapy, Precision Teaching), all staff are expected to engage with the professional development opportunities provided under the **Teaching & Learning Policy**. This includes:

- Instructional coaching and peer observation.
- CPD on inclusive classroom practice, retrieval strategies, scaffolding and assessment for learning.

- Collaborative opportunities to share good practice across departments.

This ensures that staff knowledge of SEND strategies is embedded within the Academy's wider teaching and learning framework.

The arrangements for consulting Parents and carers of students with special educational needs about, and involving them, in their education.

When students have an identified special educational need or disability, before they join Blue Coat C of E Academy, we work closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.

Parents and carers and carers are consulted at all stages of provision: through review meetings, parent consultation evenings and regular communication with the SENDCo and Assistant SENDCo. Parents and carers are encouraged to share their views on strategies that support learning at home, in line with the Academy's wider Teaching & Learning Policy.

The T&L Policy highlights the role of Parents and carers in supporting their children's home learning, reviewing work, and encouraging effective routines. For students with SEND, this may include:

- Adapted homework tasks or adapted deadlines.
- Guidance and resources to support independent study.
- Support in creating routines at home to aid organisation, study skills and wellbeing.
- Collaboration with school staff where additional scaffolding for home learning is required.
-

This ensures that Parents and carers are active partners in their child's education, both in school and beyond the classroom.

If you inform school that you think your child has a special educational need, we will discuss this with you and assess your student if appropriate, seeking advice from more specialised services such as Educational Psychology or Speech Therapy – we always share our findings with you and the next steps we need to take.

If teachers feel that a student has a special educational need this may be because they are not making the same progress as other students. The earlier we take action and modify our provision; the sooner we can resolve concerns and help students towards success. We will observe a student's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school becomes concerned about a student, parent and carers will be contacted immediately by their class teacher or the school's SENDCo.

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 student, to share information, celebrate progress and achievement and plan next steps. In addition to this, Parents and carers of students 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 student. Information will be made accessible for Parents and carers. The SENDCo and Assistant SENDCo will also be available at parent consultation evenings to discuss any further concerns, or to update on the progress being made.

As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. All such provision will be recorded, tracked and evaluated then shared with Parents and carers during consultation evenings.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

We actively involve students with SEND in planning, reviewing and evaluating their provision through a **person-centred approach**. Students are invited to contribute their views during OPP reviews and annual reviews of EHCPs.

In line with the T&L Policy, which promotes metacognition and self-regulation, students with SEND are supported to take increasing ownership of their learning. This includes:

- Developing self-regulation strategies (e.g. use of timers, visual prompts, Zones of Regulation).
- Reflecting on feedback and setting personal learning goals.
- Participating in structured routines such as "Stop & Jot" or "Turn & Talk" to ensure their voice is heard in class.
- Building independence in managing homework and independent study tasks, with scaffolding provided where necessary.

Student voice is central to shaping provision, and SEND students are encouraged to develop independence, resilience and self-advocacy as they move through the school.

The arrangements made by the governing body relating to the treatment of complaints from Parents and carers of students 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,

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.

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.

Safeguarding and SEND

In line with *Keeping Children Safe in Education (2026)*, Blue Coat Church of England Academy recognises that students with special educational needs and/or disabilities can face additional safeguarding challenges. We are committed to ensuring that these students are kept safe and that their welfare is promoted.

- **Increased vulnerability**
  Students with SEND may be disproportionately impacted by issues such as abuse, neglect, bullying, peer-on-peer abuse, radicalisation and online risks. Barriers to communication can mean that signs of abuse or safeguarding concerns are more difficult to recognise and for students to disclose.

- **Staff training and responsibility**
  All staff are trained in both safeguarding and SEND awareness. They are expected to be alert to the specific safeguarding challenges that students with SEND may face and to take immediate action by reporting concerns to the Designated Safeguarding Lead (DSL)

- **Communication and advocacy**
  Students with SEND are supported to express worries or concerns through a range of approaches including the use of trusted adults, visual supports, adapted communication strategies and the SEND Advocate role. We ensure that student voice is actively sought and valued in all safeguarding matters.

- **Partnership working**
  The SENDCo works closely with the DSL to ensure safeguarding information is shared swiftly and appropriately. Where necessary, the SENDCo and DSL liaise with external professionals such as health, social care, and educational psychology services to secure effective support.

- **Mental health and wellbeing**
  Recognising the link between mental health and safeguarding, the school provides targeted interventions for students with SEMH needs (e.g., Lego Therapy, Zones of Regulation). Concerns about mental health that raise safeguarding risks are shared immediately with the DSL.

- **Online safety**
  Students with SEND are supported in developing the skills to stay safe online. Staff recognise that students with SEND may be more vulnerable to online abuse, and teaching on digital resilience is adapted to their needs.

- **Governance**
  The SEND Governor, alongside the Safeguarding Governor, monitors the safeguarding of students with SEND as part of their statutory duties.

Links to Other Policies

SEND Information Report

This report identifies the implementation of the policy for SEND students.

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 students and to implement their plans. See Accessibility plan for further information.

Medical Policy

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students 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 students who have significant mobility difficulties.

See the Medical policy for further information

Bullying Policy

See Bullying Policy for further information

Teaching and Learning

Teaching and Learning Policy

Appendix

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